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ABSTRACT

This document includes final summary reports from recent federally funded Library Services and Construction Act (LSCA) demonstration projects in California. While some projects reported at length and others provided the bare facts, reports are excerpted but published as received, without editing beyond a uniform first page. The Summary Report Form (LSCA 9) is primarily narrative and allows for subjective opinion of how well a project succeeded as well as more objective evaluation of goals and objectives. This volume covers generally the period 1982-84. Reports are arranged by subject nature of the project. The first major subject area, "Disadvantaged Services," includes reports on: The Media Project, Burbank Public Library; Project Library Information for Employment (LIFE), Los Angeles County Public Library; Hard Times Survival Techniques, Riverside City and County Public Library; and Library Child Care Link, South Bay Cooperative Library System. Reports in "Ethnic Services" include: Ethnic Services Outreach Project, Santa Barbara Public Library; Latino Services Project, Serra Cooperative Library System; and Project AmerInd: Library Service to American Indians, South State Cooperative Library System. In "Information and Referral," reports include: Minority Information Services Network, Auburn-Placer County Library; BIN (Berkeley Information Network) Awareness Project, Berkeley Public Library; and Joint Data Base for Information and Referral in San Diego County, Serra Cooperative Library System. "Institutional Services" includes a report from the California Department of Corrections, Sierra Conservation Center, on Service to Elderly and Visually Handicapped. In "Local Institution," the Stanislaus County Free Library reports on Library Services to Juvenile Hall, and under "Network Planning," the Bay Area Library and Information System (BALIS) reports on BALIS Multitype Library Cooperation. (THC)

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LSCA Final Reports: Second Series

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LSCA Final Reports: Second Series

Final summary reports from recent federally funded Library Services and Construction Act demonstration projects in California awarded by the California State Librarian.

Edited by Collin Clark, Federal Program Coordinator
California State Library, P.O. Box 2037, Sacramento, CA 95809

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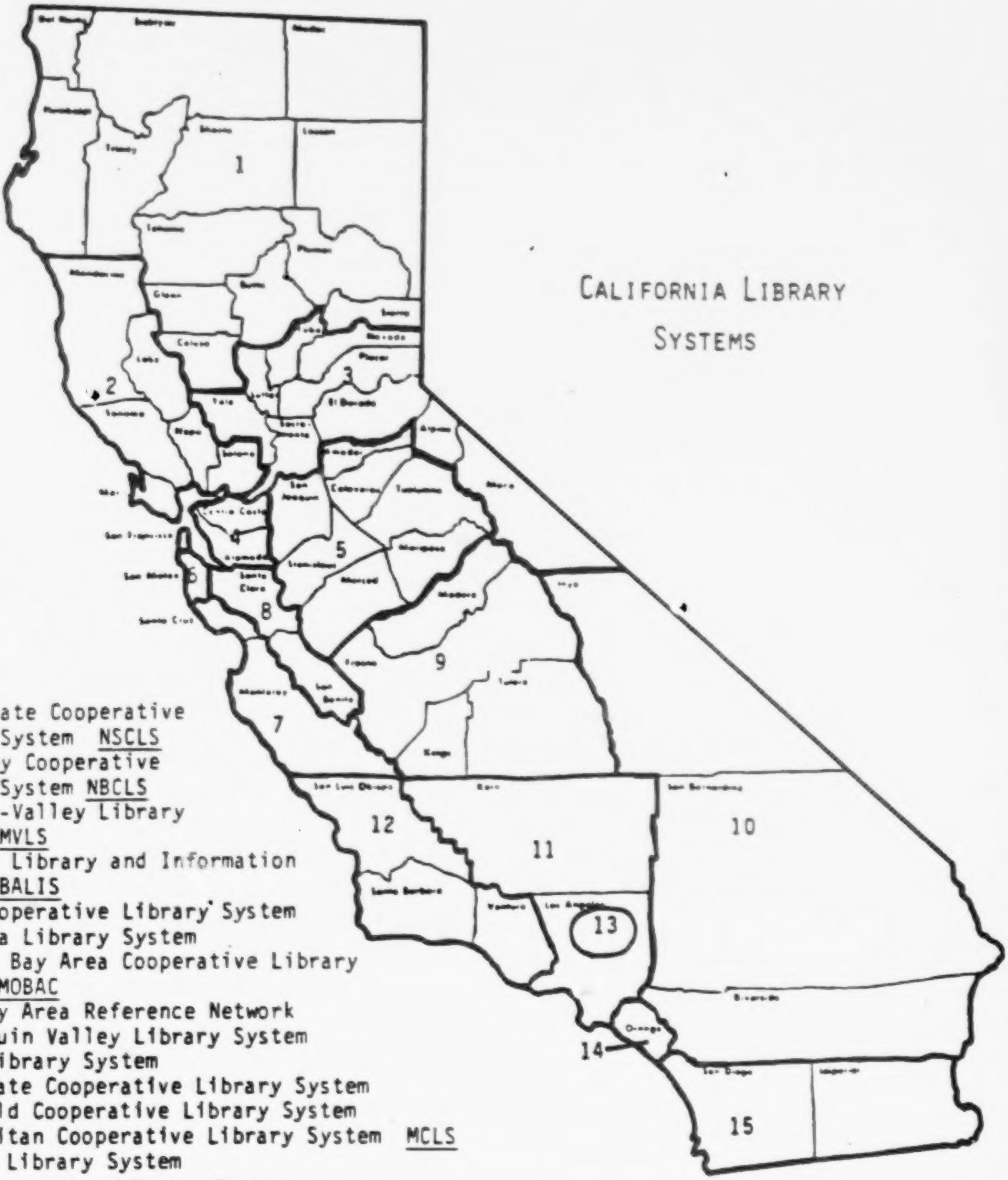
Introduction

Here is a second series of reports on demonstration projects in California funded under the federal Library Services and Construction Act (LSCA), administered by the California State Librarian. The first volume was published in 1983.

The reports are excerpted but published as received, without editing beyond a uniform first page. Some projects reported at length, others provided the bare minimum. The Summary Report Form (LSCA 9) is primarily narrative and allows for subjective opinion of how well a project succeeded as well as more objective evaluation of goals and objectives.

This volume does not correspond to a single LSCA award year, but covers generally the period 1982-84. Arrangement of the reports is by subject nature of the project, rather than chronological or alphabetical. Further series of reports will be published approximately every other year.

It is hoped that a reading of these reports will give the library community, and state and federal government, a better idea of how LSCA funds are improving library service to Californians. Seeing how these projects describe their successes and disappointments should aid present and future LSCA demonstrations in carrying out their objectives to better effect and in improving the report process itself.



CALIFORNIA LIBRARY SYSTEMS

1. North State Cooperative Library System NSCLS
2. North Bay Cooperative Library System NBCLS
3. Mountain-Valley Library System MVLS
4. Bay Area Library and Information System BALIS
5. 49-99 Cooperative Library System
6. Peninsula Library System
7. Monterey Bay Area Cooperative Library System MOBAC
8. South Bay Area Reference Network
9. San Joaquin Valley Library System
0. Inland Library System
1. South State Cooperative Library System
2. Black Gold Cooperative Library System
3. Metropolitan Cooperative Library System MCLS
4. Santiago Library System
5. Serra Cooperative Library System

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Burbank Public Library

The Media Project

Total project period: July 1, 1982 - June 30, 1984

Project Director: Barbara Stones

Burbank Public Library
110 North Glenoaks Blvd.
Burbank, CA 91502
Tel. (818) 953-8539

A job skills bank was established for a client group of 45,000 craftspersons and technicians in the motion picture and television industries, among whom unemployment may run to 40%. An information network was established among the industry special libraries.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$ 111,036	$ 6,426*	61,847	$ 179,309
b. Materials: books and other print formats	28,310	639*	15,200	$ 44,149
c. Materials: audiovisual formats and microforms	-			
d. Contract services	2,064		3,000	5,064
e. Other operating expenses	9,413	120**	10,380	19,913
f. Equipment other than audiovisual				
g. Equipment: audiovisual	1,677	745**	1,600	4,022
h. TOTAL	$ 152,500	$ 7,930	$92,027	$ 252,457

* City of Burbank ** MCA-Universal, private contribution

The Burbank Public Library received an LSCA grant for fiscal year 1982-83 to establish The Media Project, a job support center for workers in motion picture and television production.

Prior to the establishment of The Media Project, library service to this client group of 45,000 was virtually non-existent. The grant's demonstration period was extended for an additional year with reduced funding.

Personnel

During fiscal year 1982-83, The Media Project staff was composed of a full-time Project Coordinator and Intermediate Clerk, and a part-time Librarian. During the grant's extension in fiscal 1983-84 the position of Librarian was eliminated.

This Final Report will summarize Media Project achievements during its two-year inaugural period under LSCA funding. The Project continues its services with a combination of private contributions and municipal support.

Workers in the motion picture and television industry must cope with chronic unemployment rates and rapid advances in technology. The Media Project proposed to establish a centralized resource center of self-training material and referral information to help workers maintain or advance job status.

The Media Project set three-primary objectives:

1. To develop, maintain and make widely accessible a resource center in motion picture and television production arts and sciences.
2. To establish an information and referral network with studio libraries and unions to assist in outreach to the client group.
3. To search for continuing financial support beyond the LSCA grant period.

THE COLLECTION

Located within the Burbank Public Library, the Media Project functions as the only free public clearinghouse of information on film and video production techniques. The Media Project's collection of print and non-print resources span management, technical, craft and performing skills required for the more than 100 job categories represented in this major area industry.

Central to the Media Project's success has been its active coordination with diverse public and private agencies to gather training information previously unavailable to the public, and its efforts to generate new kinds of resource material.

As of June 30, 1984, this authoritative job skills collection was composed of the following resources:

479	Books
42	Periodicals and Technical Journals
109	Seminar audio cassettes
69	Training video cassettes
184	Scripts
2343	Reference clippings
816	Operator manuals and equipment brochures

COLLECTION DEVELOPMENT

An advisory board of production industry representatives participated in the development of this public library collection from the beginning, and gave on-going evaluation of its effectiveness.

In addition, craft guilds, unions and studio research libraries were surveyed to determine the kind of information resources that would be most valuable for training purposes. Colleges and universities offering advanced curriculum in film and video production were similarly surveyed for key reference texts.

The initial problem to overcome was the relative dearth of published information available for skills training. Of more than 4,000 titles listed in Books In Print under motion pictures or television, fewer than 400 met the Project's guidelines of professional-level, practical information.

Limited book resources underscored the need for a strong periodicals collection of technical reports and trade journals. Duplicate subscriptions are clipped for major articles under 97 subject headings.

Linkage Creates New Resources

Because the motion picture and television industry is marked by such constant change and innovation, the most current training and skills information is often conveyed at industry lectures and seminars.

The Media Project initiated a major preservation program to assemble such pre-recorded material. In addition, a volunteer project was developed to originally record university classes and film school seminars.

The following distinctive resource material is not available from standard library sources. This information was previously available to members only, or for a fee.

- THE DIRECTORS GUILD OF AMERICA gave the Media Project full access to its library of lecture, oral history and workshop training material. 85 cassettes which describe both directing and non-directing job functions in the industry are now available to the general public.

- U.C.L.A. EXTENSION, Department of the Arts finalized a precedent-making, 10-year agreement that allows the Project to audio record its production classes taught by top working professionals in their field.
  To date, a total of 138 hours of lecture material have been added to Media Project resources.

- U.S.C. SCHOOL OF CINEMA-TELEVISION - The Media Project has recorded selected graduate seminars, including the annual Career Day workshops sponsored by the School's alumni association.

- WOMEN IN FILM, a professional society which represents women in the motion picture and television industry, sponsors an annual seminar series on job opportunities in this competitive job market. Audio cassettes of workshop sessions are available through the Project.

- THE INDEPENDENT FILM PROJECT represents the concerns of independent filmmakers. A major symposium is held each year in conjunction with Filmex, the Los Angeles International Film Exposition. Transcripts of seminar sessions are available in the Media Project.

- AMPEX CORPORATION donated three training video cassettes which demonstrate the operation of state-of-the-art editing and special effects equipment.

- INDEPENDENT PRODUCTION COMPANIES specializing in computer animation are featured in sample reels of their work. The collection also features selections of computer design from SIGGRAPH, the national professional society of computer graphics.

- NATIONAL FILM BOARD OF CANADA provides the Project with a subscription to its official publication, Perforations, along with test reports on production equipment.

As part of a public library in the midst of the television and film community, the Media Project proved to be a natural base for gathering and preserving this distinctive resource material.

INFORMATION AND REFERRAL NETWORK

Central to the Media Project's Information and Referral Network is its Advisory Board, composed of 16 working professionals, each representing a different aspect of production expertise. The Board membership reflects a good balance between motion picture and television production areas.

Advisory Board members provide on-going review of the collection's development. They participate in the promotion of the Media Project to our client group and have made personal contacts in fundraising efforts.

10. Project accomplishments: Summary

The Media Project's goal was to establish an information and job skills resource center for those seeking work or advanced job status in the motion picture and television industry. Public library service to this target client group of 45,000 was virtually non-existent prior to Project's development. Project established first free public clearinghouse of print and non-print self training material spanning technical, management, craft and performing job categories. Achievements of the Project have included:

- Initiated and maintained linkage with unions, professional societies and university film schools to provide access to lecture and seminar material previously available to members only or for substantial fees.
- Developed Project Advisory Board composed of 16 working professionals representing both motion picture and television production.
- Extended Information and Referral network composed of studio research libraries, unions, professional societies, independent production companies, university film schools, and diverse non-profit agencies seeking expanded job opportunities.
- Established volunteer program to audio record selected production classes of U.C.L.A. Extension, graduate seminars of USC's School of Cinema-Television and Career Day workshops of the School's alumni association.
- Presented advertising in production directories and made personal presentations to agencies representing the client group.
- Surpassed original objective of 9,000 direct client reach through advertising in production directories, distribution of promotional flyers, personal presentations, and feature press articles.
- Demonstrated 50% collection usage by currently employed production workers and 50% divided between unemployed and students of production crafts through tally of client questionnaires.
- Private fundraising campaign raised $5,620 to help support basic expenses. Media Project staff and operating budget approved in the municipal budget for fiscal 1984-85.

11. Continued Services: Summary

The Media Project has been continued through funding by the City of Burbank for fiscal 1984-85. Basic services will be continued with the staff support of the Project Coordinator and Project Intermediate Clerk. Private fundraising efforts raised $5,620 to help cover basic operating expenses and special projects.

- Collection of print and non-print resources will be maintained and updated to meet changing production job skill requirements.
- Linkage with diverse public and private agencies will be maintained and new contacts pursued for greater reach of the target client group. This linkage will also expand the kind of training information that is available through access to pre-recorded lectures and workshops and the Project's own audio recording program.
- Bibliographies of Media Project resources will continue to be available to the public and interested agencies without charge.
- Promotion of service will continue through press releases, flyers, presentations and limited advertising in production directories.
- Private fundraising campaign will target specialized Media Project services such as a job training video interview series, and the recording and editing of industry seminars and film school classes.

12. Sharing information

The Media Project publicizes its resources through press releases, flyers, staff presentations to client groups and distribution of listings of collection materials.

The Media Project attracts feature story press coverage because of general public interest in the entertainment industry and because it is the only public library service of its kind. Feature stories in local newspapers are effective at reaching all levels of the target client group: the employed, underemployed, unemployed and students.

Flyers and updated collection lists of Media Project resources were distributed each quarter to the Reference Librarians of the 28-member libraries of the Metropolitan Cooperative Library System. The M.C.L.S. system represents a potential reach of 4.5 million.

Collection lists and promotional material were also distributed to studio research libraries, area film schools, community colleges and guidance counselors at Burbank junior and senior high schools, unions and craft guilds.

Individual and group orientation sessions were held with the Reference Librarians and general staff of the Burbank Library to familiarize them with Media Project objectives and resources.

Media Project displays and staff presentations were made at community functions, career seminars, and to a variety of agencies representing the target client group.

13. Subjective evaluation

In two years the Media Project has firmly established itself as a specialized center of continuing education for the unemployed and the under-employed. Its collection of professional-level, self-training material assists production workers to stay competitive and advance job status.

The Media Project enjoys a high degree of acceptance among the professional organizations that represent the target client group. Endorsements were received from unions, studio research libraries, television networks, film schools and non-profit organizations seeking expanded job opportunities for the disadvantaged.

Circulation rates and optional questionnaires completed by patrons indicate an enthusiastic response among users of collection material.

It proved difficult to translate this support into substantial private contributions to continue full Media Project services after the expiration of LSCA funding. Private contributions to date of $5,620 are sufficient to cover some basic operating expenses but do not support staff positions. Corporations and foundations seemed more willing to make contributions for specific equipment or materials, rather than for staff support within an already tax-supported institution.

Long-term support for the positions of Project Coordinator and Intermediate Clerk needs to be secured for full promotion and continued development of this service. Central to the Media Project's success has been its active linkage with diverse public and private agencies and staff's general familiarity with the production field.

14. Signature Barbara Stones

BARBARA STONES
MEDIA PROJECT COORDINATOR

Los Angeles County Public Library

Project LIFE (Library Information For Employment)

Total project period: July 1, 1982 - June 30, 1983

Project Director: Joyce Sumbi

Los Angeles County Public Library
7400 East Imperial Hwy.
Downey, CA 90241
Tel. (213) 922-8131

A model job/career information center was established in the branch library in the Compton-Willowbrook area of Los Angeles, a black-hispanic community with 40% unemployment. Programs were conducted with speakers from local industries and associations.

	Final reporting year			Outstanding encumbrances	Expenditure all previous years	Total of all expenditure & encumb.	Unencumbered balance
	LSCA (1)	Other (2)	Total (3)	(4)	(5)	(6)	(7)
a.	52,856	-	52,856	-		48,646	4,210
b.	5,000	-	5,000			3,953	1,047
c.							
d.							
e.	8,358	-	8,358	879		5,763	2,595
f.							
g.	5,786	-	5,786	956		4,152	1,634
h.	72,000	-	72,000	1,835		62,514	9,486

a. Salaries and benefits
b. Materials: books and other print formats
c. Materials: audiovisual formats and microforms
d. Contract services
e. Other operating expenses
f. Equipment other than audiovisual
g. Equipment: audiovisual
h. TOTAL

10. Project accomplishments.

1. Job Search Workshops
2. Self Skills Center
3. Career Programs - "Choices Now"
4. Classes and Seminars
5. Advisory Board
6. Reference, Circulation, Information and Referral
7. Materials Acquired for Use
8. Job Fair
9. Corporate and Private Business Support
10. Equipment Purchases

A detailed report is attached. (LSCA 9 pp 2a-d)

11. Continued services.

The Project initiated several programs that should continue:

1. Job Search Workshops
2. Advisory Board Meetings
3. Collection Development
4. Career Programs - "Choices Now"
5. Self Skills Center
6. Annual Job Fair

The department has already agreed to continue their cooperation with the South Central Los Angeles Employment Development Department office and the Advisory Board is continuing its meetings. I feel certain that some other components will also continue (Attachment 1).

Although Project LIFE has a well developed training manual collection, there is still a need for more reference materials and information on jobs and careers.

The Self Skills Center has equipment and materials to assist with the further development of typing skills. However, effort needs to be placed on either retaining the word processing equipment that is currently on loan (Digital Equipment Corporation's small business computer) or on acquiring this type of equipment so that clerical skills can be updated.

(Continued) (LSCA 9 pp 2e)

Use additional pages for any section, as necessary.

10. Project accomplishments. (con't)

The main purpose of the LIFE Project was to establish the role of libraries in alleviating unemployment by establishing a comprehensive job information and self-help center.

This program established a strong relationship with the local Employment Development Department. Support was also given by many other agencies including Southwest Junior College which provided a 7 week word processing course at the A C Bilbrew Library.

The LIFE Project Advisory Board is made up of persons representing training, educational, career and placement agencies including a representative from the Employment Development Department. Members have a serious interest in and commitment to the project and have expressed their wish to continue meeting now that funding has ceased. (Attachment 2). Attendance at monthly meetings has been excellent. (Attachment 3).

Although it was difficult to make contacts with local businesses and corporations, the Digital Equipment Corporation is one who enthusiastically supported the Project and loaned a small business computer for public training and use. Their staff also provided workshops at the library. Computer Services Corporation is another which provided personnel support for Project programs.

At the end of the Project, a job fair was held at which sixteen agencies recruited. Approximately 300 persons attended the fair and participated in the unique provision of several instructional workshops. These workshops included resume writing, interviewing techniques and an introduction to starting your own word processing business. Workshops were provided by staff from California State University Dominguez Hills, South Central Employment Development Department office and Digital Equipment Corporation.

Recently, because of a report from the local Employment Development Office, the State Employment Development Department sent two representatives from Sacramento to visit the LIFE Project. These representatives are currently evaluating ways to duplicate this cooperative program with libraries at other sites throughout the State.

In addition to the above cited activities, the LIFE Project provided career information programs for local schools titled, "Choices Now..."

Following is an outline of data which documents the success of this program which the Los Angeles County Public Library will make every effort to continue now that federal funding has ceased:

1. JOB SEARCH WORKSHOPS: Twenty-six workshops were conducted monthly by the local Employment Development Department office. Content included job search strategies, self skills analysis, interviewing techniques, how to fill out application forms and Library information that can assist you with your job search or improving your job skills.

Total number of participants	518
New library users	342
Regular library users	176
Number finding jobs	91

2. SELF SKILLS CENTER: The Library provided equipment for public use including three typewriters, three reading machines, one ten key calculator and more than thirty cassettes and other recordings for learning and testing clerical skills. Over 500 other materials included vocational and aptitude testing manuals, typing books, letter writing instructional manuals, job preparation manuals, dictionaries, resume writing materials, etc. A portion of these materials were in Spanish.

Total number of Self Skills Center users	3,000

3. CAREER PROGRAMS - "CHOICES NOW": These programs were directed to junior high and senior high school students to apprise them of the prognosis for careers in various areas. Printed material on the careers was provided along with speakers employed in the field.

Total number of workshops held	8
Total number of students contacted	900

4. CLASSES AND SEMINARS: A seven week course in Word Processing was offered by the Los Angeles Southwest Community College. Those attending received certificates. In addition, five seminars were held on "How to Start Your Own Word Processing Business."

Attendance at LA Southwest Course (room capacity - 14)	14
Attendance at Word Processing Seminars	104

5. ADVISORY BOARD: The Board is made up of persons representing education, business, community organizations, training and employment agencies, political offices and the general community. They provided a comprehensive and expert view of needs in areas served by the LIFE program.

Total membership of the Advisory Board	35
Total number of meetings held	11
Average meeting attendance	12

6. REFERENCE, CIRCULATION, INFORMATION AND REFERRAL: Materials accumulated by the LIFE program supplemented the existing collection at the A C Bilbrew Library and were for reference use only. However, LIFE Project activities increased use of A C Bilbrew Library's general collection and circulation increases were noted. Telephone reference included referrals made to training agencies, employers, et. al.

Reference/referral questions answered	5,000
Increase in the A C Bilbrew Library's circulation	30%

7. MATERIALS ACQUIRED FOR USE:

Job announcements posted	8,451
Books	1,024
Pamphlets	20,981
Periodical subscriptions	23
Corporation reports and recruitment literature	1,424
Miscellaneous (includes job fair announcements, career leaflets, labor market reviews, etc.)	10,031
TOTAL MATERIALS	41,934

8. JOB FAIR: A Job Fair was held on May 13 and 14, 1983 at the A C Bilbrew Library. Recruiters represented private businesses, educational institutions, community agencies, and government agencies. Volunteers assisted with registration, signage, traffic and handing out materials.

Total recruiters present	16
Total number of volunteers	8

Participants (job seekers)	300
Number of workshops given	8
Number of trainers for workshops	4

9. CORPORATE AND PRIVATE BUSINESS SUPPORT: A small business computer, furniture for it, a printer, disc drive, some software packages and some supplies (paper, floppy discs, etc.) were loaned by the Digital Equipment Corporation for public use.

Five workshops were conducted by two staff members from Digital Equipment Corporation. These workshops reached 106 people.

Career workshops and job search workshops were supported by the Computer Science Corporation. Eight of their employees participated. These programs reached approximately 90 people.

The Digital Equipment Corporation and the Avalon/El Segundo Chamber of Commerce each sent a representative to Advisory Board meetings.

One Rockwell International employee participated in a career workshop that reached approximately 90 high school students.

A local architect participated in a career workshop that reached approximately 60 high school students.

One workshop by persons in various areas of dental businesses (a dentist, a dental technician and a dental assistant) reached over 100 junior high school students.

Food and beverage donations were made in support of the Job Fair by J.B. Distributors, a local business, and Von's Supermarket. The value of these donations was $221.00.

10. EQUIPMENT PURCHASES: All equipment approved in the Grant Budget was ordered and most was received. The Clerical Assessment Center and the video equipment arrived too late for the Project to use. The videocassette recorder-player is still on order.

11. Continued Services.

The Career Assessment Center arrived too late for the Project to demonstrate. Therefore, a program has to be developed to implement this system. (Attachment 4).

Libraries all over the country are working in the area of job information and more effort needs to be placed on sharing ideas.

12. Sharing Information.

Job Search Workshop flyers were posted in English and Spanish throughout the A C Bilbrew Library and at some community agencies. (Attachment 5).

The Project produced a brochure (Attachment 6) which was distributed door to door at over 5,000 homes in the A C Bilbrew Library service area.

In addition, over 500 letters were written to local businesses about the activities at the LIFE Project and news releases were issued to two local papers and several local radio stations. During the period when the Project was planning the Job Fair, the Project Director was interviewed over the air and the Job Fair was promoted. The Job Fair was also covered by one radio station. Over 500 flyers were distributed which announced the Job Fair (Attachment 7).

The major information sharing for the Project occurred through the attendance at the monthly Advisory Board meetings where literature was exchanged and reports were given.

The Project Librarian also participated in the National Urban League Conference, the California Library Association Conference, and the American Library Association Conference. Tours were conducted for Los Angeles County Library's Southwest Regional Library Advisory Council, library employees of the Southwest Region of L.A. County Library and for visitors from the Sacramento office of the Employment Development Department.

13. Subjective evaluation.

More materials are needed in Spanish language.
Many of the titles purchased were not processed and this needs to be completed.
The Clerical Assessment Center needs to be used and evaluated.
More outreach is needed in the business community.
The Library should be represented regularly at the Avalon/El Segundo Chamber of Commerce.
Job information, training information and placement information should be computerized.
Target area businesses need to be surveyed and profiled.
Collecting and posting job announcements should continue.
The Project Director evaluated the COIN and Eureka career information programs and recommends that emphasis be placed on the on-line Eureka program.
The findings of this program should be written up for publication in professional journals.
Computer equipment should be acquired and a consultant hired to assist the library in developing a program for a job information data bank.
Public use of equipment through classes should continue.

Use additional pages for any section, as necessary.

14. Signature Joyce Sumbi B.T.W. Date 9/23/83

DISADVANTAGED SERVICES

Riverside City and County Public Library

Hard Times Survival Techniques

Total project period: July 1, 1983 - June 30, 1984

Project Director: Barbara Brookshier

Riverside City and County Public Library
P.O. Box 468
Riverside, CA 92502
Tel. (714) 787-7213

This project established a job information and referral program within the library, including contact with local industry and associations and training for staff.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$39,064	-0-	$13,513	$52,577
b. Materials: books and other print formats	3,976	$12,000*	-0-	15,976
c. Materials: audiovisual formats and microforms	643	-0-	-0-	643
d. Contract services	793	-0-	-0-	793
e. Other operating expenses	8,077	-0-	1,440	9,517
f. Equipment other than audiovisual	737	-0-	-0-	737
g. Equipment: audiovisual	-0-	-0-	-0-	-0-
h. TOTAL	$53,290	$12,000	$14,953	$80,243

*Local Funds

Revised July 1983

HARD TIMES SURVIVAL TECHNIQUES

PLAN OF ACTION

Objective	Time Period	Activity
	Nov. 15, 1982	Advisory Committee meets to review and evaluate grant.
	Nov. 1982	Advisory Committee members write letter of support.
	Apr.-June 1983	Recruit staff; prepare work space; purchase typewriter, etc.
	May or June 1983	Members of committee confirm involvement in project if grant is awarded; this may be through a meeting.
	July, 1983	Hire project steno-clerk II.
3	July-Aug. 1983	Identify community resources with assistance of participating agencies.
5	July-Sept. 1983	Project staff works with participating agency staff to clearly define topics to be included in workshop segments.
1	Aug. 1983	Advisory Committee meets to meet project staff, review plans, and help identify subjects to be included in workshops.
1	Aug.-Sept. 1983	Advisory Committee and Project staff formalize evaluation procedure.
3	Aug.-Sept. 1983	Central Library staff assists project staff in reviewing existing materials that will be helpful to clients coming into library as a result of workshops.
	Aug.-Sept. 1983	Graphic artist designs logo.
3	Aug.-Sept. 1983	Project and Library staff will order materials to ensure adequate collection support of the project.
3	Aug.-Dec. 1983	Book lists and handouts related to workshop topics will be developed, translated and printed.

Objective	Time Period	Activity
1	Sept. 1983	Advisory Committee meets to evaluate plans for printed materials and learn about materials which will be purchased and added to collection.
2	Sept.-Oct. 1983	Training workshop(s) for library staff to cover available materials in the library relating to the project topics and local community agencies which can act as related resources, and who provide services related to the subjects of workshops.
2	Oct.-Nov. 1983	Project staff will provide participating agency staff with relatively brief informational training session to identify scope of project, participating agencies, and materials and other resources available.
5	Oct.-Dec. 1983	Project staff begins outline for workshop presentations.
3-5	Nov.-Dec. 1983	Plan displays and posters for branches and agencies to promote guides and workshops.
5	Dec. 1983	Project staff develops printed advertisements for workshops.
1-5	Jan.-Feb. 1984	Participating agencies help promote workshops. Workshops will be finalized.
2	Jan. 1984	Additional training provided to library staff, especially in agencies where programs are presented, to alert them to total scope of workshop topics, and introduce new materials which will be made available for project clients.
6	Jan. 1984	Develop volunteer job description.
6	Feb.-Mar. 1984	Recruit volunteers.
5	Mar.-June 1984	Worshops are presented in specified locations at specified times.
1	Mar. 1984	Advisory Committee meets and reviews workshops.
6	Apr.-June 1984	Provide training for volunteers.
1	June 1984	Advisory Committee meets to evaluate the project as a whole.
	July 1984	Library supports volunteer activity to continue project.

Riverside City & County Public Library

Hard Times Survival Techniques

Final Report

10. Project Accomplishments

Riverside City & County Public Library's grant project Hard Times Survival Techniques' goal of providing information and resources to the unemployed and underemployed of our community, has been accomplished. The following segment will analyze each objective using statistics, evaluation forms and questionnaires to measure the varying degrees of success of the objectives. These measuring tools are Attachments C--F of this report and the Staff Training - Evaluation included in the Third Quarterly Report.

The Advisory Committee fulfilled its purpose of providing direction, evaluation and resource persons for our workshops.

We met nine times throughout the year with 21 agencies participating. Many of the representatives have been involved with grant projects and were able to offer their expertise on evaluation forms, publicity, and actual logistics of putting on a workshop. Some Advisory Committee members were invited because their site was used for a workshop. These individuals, although not workshop presenters, offered insight into the community they serve. Other members were the workshop presenters from their agency. The remaining members assigned staff to make the presentations for their agency.

The Advisory Committee meetings, as a bonus, offered a good opportunity to share information about the services of each agency. Although some of the agencies work together on various projects and, therefore, are aware of services offered by each other, the majority of the members were not aware of most of the other agencies' services. In fact, some agencies were unknown to some members. For example, the representative from the Employment Development Department was not aware of Consumer Credit Counselors, yet many of EDD's clients might benefit from being referred to Consumer Credit Counselors.

What became obvious was that this sharing should not stop at our meetings. Staff at all of the agencies should be made aware of where to refer clients concerning problems not resolved by their agency.

This concept led to our second objective of training library and agency staff to support the project and help make resources available to clients.

During the fall, presentations were made by the Project Director at five separate meetings with Branch Heads and Central Library staff. At these meetings, the grant project's goal and objectives were explained. These were followed by a county-wide library staff training session in January, 1984. At this program, after a summary of the status of the five objectives, representatives from 13 participating agencies described services available, who is eligible and where offices are located. The Staff Training - Evaluation forms indicate that most staff members now feel more aware of community resources and have more confidence in their ability to refer patrons to these agencies.

Agency staff training was conducted at eight agencies. Although this satisfies the grant proposal's number anticipated, the Advisory Committee grew from 8 to 21, leaving many agencies unable or unwilling to invite the Project Director to their staff meetings. Of the eight who did participate, their staff members were enthusiastic about the project and appreciated the Information Guides and Agency Directory to use when referring clients to other agencies.

The Information Guides and Agency Directory are products of our third objective which is to develop twenty printed Information Guides listing relevant books and library materials already included in the collection as well as new materials selected and purchased to support the project activity and appropriate agencies.

Twenty guides (including the Agency Directory) were developed and then translated into Spanish, bringing the total to 40. The Agency Directory has been translated into Vietnamese, Laotian and Cambodian as well (see Attachment G).

Although response toward the guides was mixed, general conclusions can be made. Agency staff responded to the Guides more positively than Library

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staff. In part, this may be because they are in a better position to be aware of a client's situation and, therefore, more inclined to actually refer someone to a specific agency. The agencies where there is a high level of use of guides had them distributed and discussed by the Project Director. This apparently increased their awareness of the potential benefits. Also, the enthusiasm of the supervisor who distributes them, particularly in the public service agencies, increases their use. Two agencies, the Housing Authority and one of the Department of Public Social Service units, are highly enthusiastic and staff have returned to the library for additional copies.

The other component of this objective is the purchase of additional materials for the libraries. This has been warmly greeted by Library staff because titles were selected in many instances by the branch head or area branch supervisor specifically for their own collections. Others were chosen under the direction of the Collection Development Coordinator, who offered insight as to libraries' needs within the grant's purview. These include test books, material on resumes and interviewing, how-to-do-it yourself books, reference services for starting your own business, and guides to the job market. These added titles and copies will continue to enable the library to serve more individuals on these topics.

Another way we have attempted to disseminate the information is through our workshops. This objective was to develop, advertise, and present ten workshop segments five times each in at least five locations.

Flyers were designed, printed and distributed to all participating public service agencies as well as others mailed out with unemployment checks, displayed at personnel offices, local businesses, etc. Publicity also included PSA's on 13 radio stations, news releases sent to 31 newspapers, paid advertising in The Press and in "shoppers". The "shoppers" (i.e. Pennysaver) by far were the most effective recruiter of participants.

Workshop segments were divided by subject: How to Stretch Your Food Dollar, Health, Legal/Housing/Money Managemetn, Job Training and Education and Job Search Skills. Attendance varied by topic and by site. (See Attachment H. This aspect will be discussed along with attendance in general in the Subjective Evaluation.

There appears to be more interest in the job related segment but most Advisory Committee members felt that all of the topics were originally included because of their importance to the target population and should continue to be provided to the attendees. A variation of the workshop was to present segments to groups of individuals depending on their need. Housing, legal and nutrition segments were offered to Jefferson Center (Riverside County Department of Mental Health) for their clients. The Prerelease

Officer at California Institute for Women requested speakers and representatives from Job Training Partnership Act Office, Employment Development Department, District Attorney--Family Support, and Adult Literacy Council attended receiving applause and gratitude from the women. The California Youth Authority invited our resource speakers out to provide information to their prerelease group. These presentations were video taped for CYA's future use. These successes have influenced our future planning -- away from recruiting an audience to going where audiences are already in existence.

The varying successes of the objectives are being closely evaluated because our final objective is to recruit and train ten volunteers to continue the project after the end of the project year to expand the geographic area to be served by the project.

Four volunteers were recruited with three completing training. This will be discussed more fully in the section on Continued Services but, as a general comment, the activities of the volunteers have changed, reducing the amount of time and the number of volunteers needed.

Overall, the ability to refer clients and patrons to appropriate agencies is of lasting value to the libraries and public service agencies. This was accomplished by the staff training sessions and by the availability of the Information Guides.

Although unemployment figures are dropping, agencies are not seeing a noticeable drop in requests for services. Our

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target population is still trying to resolve not only how to get a job but how to maintain an adequate lifestyle and there are now more individuals with the necessary knowledge to help make sure their needs are met.

11. Continued Services

Riverside City & County Public Library has made a commitment to continue activities that support the goal of the Hard Times Survival Techniques grant project. Volunteers have been recruited to continue some of the grant project activities. Other activities will be incorporated as regular library tasks. Agencies have also made a commitment to work with the library and volunteers to continue this project.

Two volunteer programs are in place. One will focus on the Indio/Coachella Valley area and the other in the Riverside area. The Indio program is being led by two volunteers from the Friends of the Desert Libraries. Their enthusiasm has led them to plan on coordinating a variety of activities. These include displaying materials (primarily Information Guides) in agencies and branches; arranging presentations for various community groups and agencies' meetings using the members of the Indio Advisory Committee as resouce persons; arranging resouce tables at community events; and holding a workshop, similar to the one-day grant sponsored sessions, at McCandless Regional Library in Indio.

As mentioned, the Indio Advisory Committee has been established. Members of this committee represent the following agencies: Department of Public Social Services, Housing Authority, Employment Development Department, Adult Education, Riverside County Mental Health, Job Training & Partnership Act Office, Coordinated Childcare, Inland Counties Legal Services. The volunteers already have personal acquaintance with some of the Committee members. Summer will be the planning months (the area has very high temperatures during this time). Activities will begin in the Fall as contacts will be made to groups who might want presentations and/or displays. The workshop will be scheduled for early Spring.

The Riverside area volunteers will coordinate the same activities excluding the workshop. Displays will be set up or replenished during the summer months and letters will be sent out to groups describing the grant project and stating the availability of resource persons for presentations. The volunteers will respond to requests from the groups by coordinating the scheduling of appropriate agency representatives for presentations.

The number of volunteers necessary for these tasks is less than when full workshops were to be a part of the plans. The Friends of the Desert Libraries will play a support role, as needed, in the workshop development in Indio. The McCandless Regional Library (Indio Branch) has agreed to schedule the meeting room if it is chosen as the workshop site. Arrangements have been made both in Indio and Riverside for a work area in the libraries for the volunteers and the project materials.

Other Library commitments include additional funds for materials (see Attachment I). Purchases will be made in subject areas relevant to the grant's stated goal. These funds will be

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administered by the Collection Development Coordinator.

Library staff will also be participating in the Hard Times Survival Techniques' activities. Central Library staff will be updating the Information Guides for a February reprinting. Each librarian will also be contacting one of the Advisory Committee agencies to maintain communication concerning services available both at the agency and at the Library. This same sort of networking will also be continued with CATS, Community Action Training Seminar, a small network of public service agencies now organized by the County Probation Office. Our Adult Service Coordinator has contacted the present chairperson to arrange a more active role by the Library to enlarge and strengthen this organization, building on our Advisory Committee agencies.

Also, programs will be planned in branch libraries and at Central Library on topics useful to our target population, using resource people from agencies working with the grant. For example, UC Cooperative Extension frequently presents a Master Gardener program on houseplants or outdoor gardening tips. This same agency could provide a speaker on nutrition or growing your own vegetables. Each library has been given a list of agencies near them to invite to a staff meeting, to present a program or to have a library staff member to meet with their staff to discuss services and available information. The Adult Services Coordinator has been given the specific assignment to assist the volunteers and branches in pursuing the Hard Times Survival Techniques' activities.

The agencies which have been participating in the grant project, either as Advisory Committee members or workshop presenters, have agreed to some level of commitment. All would like to display the project's materials and the Riverside area agencies are willing to send speakers to community groups, staff meetings, etc. They were most enthusiastic about continuing the networking activity, commenting that they felt the sharing of information regarding services, in the long run, will benefit their clients the most. Some balk at rejecting the workshop idea, but considering the low attendance, even after all of the promotional tasks, realize that it is hard to justify the level of staff time involved. The decision to hold a workshop will be up to the volunteers and the agencies but is not scheduled at this time.

12. Sharing Information

TARGET POPULATION

Publicity has been an integral part of the project's activities, particularly since we were conducting workshops open to the public although aimed at our target populations. Workshop and other grant project publicity was disseminated in a variety of formats.

Printed publicity included:

news releases to 31 local and enthnic newspapers countywide

advertisements placed in 3 "shoppers" (i.e. Pennysaver)

church bulletin news articles

union newsletter news articles

10,000 flyers announcing workshops sent out over 3-month period with unemployment insurance checks. (Although the check recipients were our target population, the response to this direct mail tactic was almost nonexistent).

flyers posted and displayed at dozens of sites (see Attachment P), including most public service agencies, personnel offices and other community locations.

Radio and Television publicity included:

Public Service Announcements sent to 15 English and Spanish language radio and TV stations.

An interview on a local radio talk show

Television interview

Response was low, although the radio interview informed the Headstart director of our project which led to a presentation before their Parents Council. The television interview led to several responses but, unfortunately, was aired after our final series of workshops. These individuals were referred to appropriate agencies.

The following list of presentations and resource displays were made which accomplished dual purposes -- that of informing our target population of the project's activities and available resources and, also, helping make agency staff present aware as well:

Employability Day '83 (cosponsored by EDD & CETA)

Veterans Administration Job Fair

Headstart Parents Council

Community Action Training Seminar (Public service network)

Community Education Services (adult ed)

Casa Blanca Community Action Group

Eastside Community Action Council

YWCA Opening Doors Conference

Another method of promotion was initiated by the agencies' staff as they suggested to their clients that they attend the workshops and/or take advantage of library materials and other agencies' services.

The most successful method of promotion proved to be the Pennysaver, the "shopper" that is mailed directly to residences. Over 25 readers called to find out about the workshops or specific information about resources and available services.

The state-wide significance would be the availability of this report's Subjective Evaluation section for application to other libraries. The concepts might inspire other libraries to participate in projects similar to our successful activities but each locality would need to tailor their method to their own situation (i.e. existence of already established networks).

The League of California Cities held a conference in the City of Orange called Community Services Conference, April 25-27, 1984. The Project Director spoke before the attendees on the project's goal and objectives, what methods were being used to reach them and what was working or not working. Attending were elected officials and department heads from cities throughout the State. This enabled us to inform many agencies of how they can work together, including the Library, to assist members of our communities. Materials were made available to attendees in the lobby area.

National awareness of the project's goal, objectives and results hopefully will be provided by publication of an article in a professional journal to be submitted by the Project Director.

13. Subjective Evaluation

WORKSHOPS

Accomplishing the goal of providing information and resources to the unemployed and underemployed of our community was rewarding. The successful methods of doing this were not the same as we had anticipated. Believing the workshops would be our major activity to provide the information, other tasks were viewed as supplemental. Although those who attended the workshops gained a great deal, the numbers were far below the expected turnout.

We have speculated why this occurred with several factors probably effecting the number of participants.

The two sites with the lowest turnouts were in "closed" communities. Both sites serve primarily Hispanic communities. Recruiting individuals to attend from outside proved to be difficult. Encouraging members of these communities to attend was also difficult because many public service agencies have targeted these areas already. What we offered was different (i.e. Job Search Skills) but attempts of letting them know that it was new information wwere not successful.

We varied the times we offered the programs from weekend mornings, weekday evening and Saturdays. To attend all segments of the weekday mornings, individuals had to commit themselves to 15 hours.

This seems to have been excessive. When people called to get more information about the workshops, they indicated that they could not attend all week but wanted the job related information.

Examining the most popular time, location and subjects still reveals low turnout. One last area has been discussed as a possible reason for this. We feel that perhaps we were not creative enough in our format. We chose a format that appeals to us but it may be too reminiscent of an unpleasant memory -- school. At 9:00 nutrition, at 10:00 legal and housing assistance, etc. The correlation between unemployment and lack of education may be high and our structured environment with which we are very comfortable and secure -- we know what is going to happen when -- may not be viewed as useful to someone who may not have been successful in school.

Again, the workshop presenters were excellent, we had lots of informative handouts and those attending were appreciative but the workshops failed to attract enough people to justify the effort required to plan and present them.

Our successful presentations were made before groups already scheduled to meet. These included the California Institute for Women prerelease class, the Mental Health Department's Jefferson House and the California Youth Authority prerelease class. People were gathered together for instructional purpose by individuals who requested specific topics, which our resource people provided. These successes inspired us to pursue this type of activity as one of our volunteers' tasks rather than workshops that would require them to recruit an audience. This type of program has minimal demands as it generally can be planned over the phone.

STAFF TRAINING & INFORMATION GUIDES

Staff training was effective on the library level. Comments indicate that staff is more comfortable now in dealing with these topics and referrals to other agencies now that they have been informed of what is available. The agency staff training that occurred was even more successful because their staff is in a better position to utilize the provided information. The failure was in not gaining access into many of the participating agencies. Viewing this activity as being merely supportive of the workshops lowered our assertiveness concerning this problem. When we realized, after the workshops began, that agency contact was our most successful method of reaching our goal, our motivation increased and we did have some impact. To increase the number of agencies utilizing our Information Guides and Agency Directory, our volunteers will be providing displays and staff copies for the agencies not yet supplied with them.

ADVISORY COMMITTEE

Along with the successes of the library training and presentations at pre-established meetings, our networking within the Advisory Committee was extremely beneficial to all of us. Previous to the grant project, only a few agencies saw a need to network with the library. Also, many were not aware of other agencies and/or the specific services that they provide Contacts and friendships were made that will continue to benefit agencies and their clients.

Tasks that might have been done differently include:

1) Holding fewer Advisory Committee meetings as the

participants are very busy people:

2) Not to form subcommittees but to contact appropriate individuals by mail or phone for their impact in their area of expertise;

3) Emphasize agency staff meetings and invite agency staff to library staff training as audience members to facilitate agency staff training;

4) Add to the workshop evaluation form "how did you find out about the workshop", and

5) Conduct role playing at library staff training to strengthen their awareness of when and how to refer patrons to other agencies.

One of the Advisory Committee's functions was to evaluate the project (see Attachement E). Those who held active roles, both as committee members and as presenters, tended to have stronger feelings and more enthusiasm for the project and the results. Not all of the committee members responded to the questionnaire. Retirement, job transfers, contract expiration and dropping Consumer Credit Counselors from the Committee reduced the number of available respondents. The evaluations and discussions with members reveal a commitment to the project, that the time spent on the workshops was worth it, and a desire to continue assisting the Library in providing information and resources. Although the Information Guides and Agency Directories offered a tangible source for referrals to library resources and agencies' services, the dialog among committee members has created relationships which will provide improved service to clients of the agencies as well as library patrons.

14. Signature Barbara E Brookshier

DISADVANTAGED SERVICES

South Bay Cooperative Library System

Library Child Care Link

Total project period: April 1, 1983 - September 30, 1984

Project Director: Susan Denniston

South Bay Cooperative Library System
2635 Homestead Road
Santa Clara, CA 95051
Tel. (408) 984-3278

This was a project of library publicity and programming in 17 child care centers in Santa Clara County to promote reading readiness and appreciation of literature among children. There were also training programs for teachers and parents.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$57,685.16	-0-	$28,879.20	$86,564.36
b. Materials: books and other print formats	-0-	-0-	$11,850.00	$11,850.00
c. Materials: audiovisual formats and microforms	-	-	-	-
d. Contract services	$18,468.19	-0-	$ 1,307.00	$19,775.19
e. Other operating expenses	-	-	-	-
f. Equipment other than audiovisual	-0-	-0-	$17,950.00	$17,950.00
g. Equipment: audiovisual	-	-	-	-
h. TOTAL	$76,153.35	-0-	$59,986.20	$136,139.55

LSCA FINAL SUMMARY REPORT

for

LIBRARY CHILD CARE LINK PROJECT

10. Project accomplishments.

Objective #1: By September 1983, a regular communications link between public libraries and the 375 child care centers in Santa Clara County will be established.

Information about the Library Child Care Link (LCCL) project, libraries and special library programs was sent out in each issue of "The Library Link" newsletter. The newsletters were sent out 12 times during the 15 months of the Library Child Care Link project. Coupons to return if pre-schools were interested in having the LCCL storyteller come to the pre-school were included in each issue. Many pre-schools (143) returned the coupons to show their interest or called the LCCL office. Twice during the project year special flyers announcing LCCL programs were sent to pre-schools. One of these flyers was sent with a newsletter issue. The other was enclosed with the newsletter of the PCAEYC (Peninsula Chapter of the Association for the Education of Young Children). Pre-school directors were encouraged in the newsletter and through personal contact to share the newsletter by posting it or making copies for pre-school staff and parents.

Pre-school centers called often to ask questions about the storyteller's schedule and programs or to inquire about an individual library's program or LCCL workshops and presentations.

In all, 69% (276) of the 399 Santa Clara County pre-school centers responded to communication from the public libraries through newsletter coupons or telephone calls. (When we ended the LCCL I project, we had adjusted our list of pre-schools to include a more accurate count of 399 centers as opposed to 375 mentioned in the original grant.) In instances where coupons from centers were not returned to the LCCL office, the local librarian for that particular jurisdiction called the pre-school to personally offer the storyteller's services. In all, 276 pre-schools responded positively to communications by local SBCLS libraries and the LCCL by scheduling storytelling visits. A few others (three) declined when contacted by telephone to schedule the storyteller. Of the centers that gave a negative response, one was a Christian school and another was a Montessori program. Both of these places feared material opposing their teachings, although assurances to the contrary were offered. The third gave no reason.

Objective #2: By September 1983, 30 children's librarians representing all jurisdictions in Santa Clara County will have received orientation in working with child care facilities. Such orientation will continue throughout the project, and by June 1984, 90% of the children's librarians will have received orientation.

On July 28, 1983, an orientation workshop was held to explain the LCCL project to the South Bay Cooperative Library System children's librarians. At this orientation, a co-chairperson of the LCCL Steering Committee gave the background about the grant; the project coordinator explained the goals of the grant and how it would be implemented; and the education coordinator of the 4C's (Community Coordinated Child Development Council) gave information about the 4C's referral agency for Santa Clara County residents. Thirty-eight librarians and six day care teachers/directors attended. Many questions were asked and answered about the project.

A second workshop, on "Children and Creativity," for pre-school teachers and librarians featuring a well-known teacher and advocate of creativity in teaching young children and a child psychologist from Santa Clara University, was held on March 29, 1984. It was attended by 95 people, including 61 pre-school teachers, 28 librarians, and 6 others (including a children's literature teacher, ECE students, and child care organization leaders). Several others had to be turned away from this popular workshop because of limited space.

A meeting to evaluate the LCCL project and enumerate results was held on August 30, 1984. At this workshop, 15 SBCLS librarians gave their oral comments on different facets of the LCCL project. They were overwhelmingly positive in their analyses.

All three workshops were audio-taped. The "Children and Creativity" program was also video-taped. Several librarians and pre-school teachers viewed the video-tape. Three librarians listened to the orientation tape. In all, every librarian (100%) who worked on pre-school programs in the SBCLS in Santa Clara County had an orientation to the grant during the project year, sometimes on an individual basis.

More than 75% of the SBCLS librarians in Santa Clara County attended two of the workshops. Approximately 50% of the librarians attended the final evaluation meeting.

Objective #3: By March 1984, at least 15 target center sites will be incorporating book and library services in their regular center schedules.

Sixteen child care centers of several diverse types (cooperative, religious-affiliated, state-funded, privately-funded, school district-funded) from different geographical areas of Santa Clara County were chosen as target centers for the LCCL project. All of these centers received extra direct services from the local children's librarian during the LCCL project. Other libraries were also in varying degrees given more library services. Centers in every part of Santa Clara County received visits from the LCCL storyteller and all were contacted by local children's librarians.

According to a survey that was sent to 276 child care centers in Santa Clara County that actively participated in the LCCL project, all 159 of the teachers at centers that had returned surveys had incorporated book or library services during the LCCL project. Of the 159 surveyed, 153 teachers wanted continuation of the LCCL program, esepcially visits by the storyteller and/or librarians. All of the surveyed centers had at least received one visit from the LCCL storyteller.

All of the specifically designated target centers wanted the LCCL project to continue as evidenced by a target center survey which target librarians completed. Of the 159 teachers/directors surveyed, 153 (or 96%) wanted the grant to continue. The 159 returned surveys are from 127 pre-schools. Of those pre-schools, 124 (or more than 97%) wanted LCCL I to continue.

Objective #4: By May 1984 the Library Child Care Link project will have introduced literature, books, and library services to parents of at least 925 (approximately 5% of all children enrolled) three to five year olds who attend area child care centers.

A bookmark with a description of the LCCL I grant was sent home to parents with each child who attended a session with the LCCL storyteller at a Santa Clara County pre-school during the LCCL. The storyteller brought bookmarks to preschools on her visits and the teachers distributed them through the children to parents. Usually the bookmarks were stamped with the local library's hours and address. LCCL newsletters were often copied and sent home to parents or posted at the preschool centers.

During the LCCL I project, eight program kits were made up by SBCLS children's librarians for presentation at local libraries on Saturdays and weekends--to accommodate working parents. Most of these programs were geared for children. Some included parent participation and one was a parent-only program on children's literature. According to our statistics, 7,451 parents attended Saturday/evening programs presented by 30 SBCLS libraries and the LCCL project coordinator during the grant year. (Approximately 925 would be 5% of all children enrolled in preschools.)

Children's librarians at each participating library filled out monthly forms on which they counted the number of adults and children who attended programs geared for pre-school children at their library or by the librarian or LCCL storyteller at the pre-school center. The number of programs per library and jurisdiction were also recorded. Figures were compared in a quarterly compilation. Libraries counted pre-school classes which were brought to the library during the day (not story hours unless whole pre-school classes were present) and evening/week-end programs geared for pre-school children and working parents.

As shown by total library statistics, there was an increase in attendance and number of programs during the middle quarters of the grant. There are usually less pre-school programs during the school-age summer reading program. In some individual jurisdictions, attendance went up dramatically as the LCCL I grant progressed. More Saturday and evening programs were implemented at libraries all over the county. (See Appendices A & B)

Evaluations by parents and other adults at library programs and evaluation forms for the storyteller indicate that most programs were very well received and more are happily anticipated.

The eight Program Kits made up during the LCCL I project were each used by at least 3 libraries during the LCCL I grant. The Program Kits that were prepared during the LCCL I project include: "Clever Cooks (food related activities and resources on apples, popcorn, carrots, etc.), "Jug Band" (making musical instruments), "Make It Fly" (kite and flying saucer crafts), "Old McDonald's Farm" (paper bag puppets), "Three Billy Goats Gruff" (crafts and story), "Funny Little Woman" (creative dramatics), "Circus Time" (stories and activities), and "Children's Literature" (parent program). They continue to circulate to librarians within the system.

Objective #5: By June 1984 the Library Child Care Link project will have encouraged a love of literature through storytelling by telling stories to children in 100 area centers through a total of 300 visits to such centers.

NOTE: Some librarians visit a few child care centers already but this is the exception rather than the rule. This objective will provide a county-wide visiting program staffed by a storyteller with talents and preparation not ordinarily available from the local branch.

Objective #5 was overwhelmingly successful. The LCCL storyteller made 702 visits to 276 pre-school centers during the 15-month grant period. During these programs she used flannel board stories, told stories with props and puppets, books, and a tape recorder. Children and teachers were very excited and positive about these programs. Librarians contacted the centers to schedule visits, accompanied the storyteller in many instances,and made follow-up contact with centers.

Objective #6: To enlighten and broaden knowledge and attitudes of day care personnel concerning the value of children's literature and library services in their day care centers.

During the LCCL I project, local librarians through the storyteller, or on their own, distributed materials about reading and local library programs to pre-school teachers. This was also done through 12 LCCL newsletters which were mailed to 399 pre-school directors. Sometimes libraries distributed flyers to parents through the pre-schools.

In June, 1984, surveys were sent to 276 pre-schools that had received visits from the LCCL storyteller. Of the 159 surveys that were returned, 153 or 96% of the pre-school teachers or directors thought the story hours were worthwhile and wanted them to continue. Of the returned 159 surveys, 127 pre-schools were represented. (More than one teacher at larger schools filled out the forms.) Of the 127 represented pre-schools, 124 (or more than 97%) wanted pre-school programs to continue. (See Appendix C)

Objective #7: To educate librarians on the value of adjusting library programs and services to fit the special needs of children who attend child care centers.

Two questionnaires were sent out during the LCCL I grant to librarians in 30 libraries and branch libraries to learn if library services to 3-5 year olds enrolled in day care facilities had increased. Questionnaires were sent out in March and in August of 1984.

The March survey was completed by 23 children's librarians and one bookmobile librarian. The August survey was filled out by librarians at 21 libraries and one bookmobile librarian.

According to the August 1984 survey, all the librarians had become more aware of the need for service to day care children. Many realized that to service a new group, you must reach out to them. Of the twenty-one libraries represented by the August survey, 17, or 80%, planned to increase some services to pre-school children of working parents or had already done so for the following year. Four librarians said that because of insufficient staffing and an effort made by their libraries to increase services during the grant, services would have to be decreased after the grant.

Of the libraries that planned to increase services for pre-school children, several mentioned adding more evening/Saturday programs. Others hoped to be open more hours so they could invite pre-school classes to the library for programs. Some libraries planned regular contact with pre-schools, visits to some pre-schools, and flyers of library events and booklists to be mailed to pre-schools.

Objective #8: By May 1984 the project coordinator and Library Child Care Link Steering Committee will have worked with local community colleges which award Early Childhood Education credentials to help incorporate or expand literature programs and an awareness of public library services into those classes which train child care center staff.

Contact between the LCCL project and DeAnza Community College was very active during the LCCL I grant. The LCCL I coordinator talked to two DeAnza ECE classes about excellent children's books and methods for using them and the available services at SBCLS libraries. She also talked to a parent class of pre-school parents at DeAnza. During the same period DeAnza's ECE department greatly expanded their pre-school library under the direction of an instructor who was an active and vocal member of the LCCL I Advisory Board. The DeAnza College pre-school was also a target center for the LCCL project.

In addition to the DeAnza contact, the LCCL coordinator gave an introduction to children's literature and libraries to an Early Childhood Education (ECE) class at San Jose City College in the Fall of 1983. Contact with these junior colleges' ECE teachers resulted in invitations to display materials and speak at the Peninsula Chapter of the Association for the Education of Young Children (PCAEYC) conference in Fall 1984 for the LCCL coordinator and storyteller.

Objective #9: By June 1984 the project coordinator and Library Child Care Link Steering Committee will develop two methods to demonstrate to other libraries ways of reaching an underserved clientele, the pre-school children in day care centers.

It is assumed that this one-year demonstration will indicate that a change in delivery of services to preschool children is timely and appropriate and that some form of service delivery to children at the site of their child care centers is indicated.

Based on that assumption, a training package and resource kit will be produced for use by other libraries in replicating the Library Child Care Link.

A manual describing the Library Child Care Link I project and recommendations for replicating the program in other libraries or library systems is being produced. The manual will contain: copies of LCCL newsletters, survey and evaluation forms, patterns and outlines for program kits that were produced, booklists and hand-outs about the project. This manual will be available soon for other libraries.

Information and hand-outs from the Library Child Care Link project were shared at the Children's Chapter of the California Library Association Trading Posts at CLA in December, 1983 (Oakland) and December, 1984 (Los Angeles). At each Trading Post, well over 100 children's librarians and others from all over California talked to the LCCL coordinator and a LCCL Steering Committee member to find out about the grant. They also picked up printed information about the project. An oral presentation about the LCCL (plus hand-outs) was also given at a June, 1984 Association of Children's Librarians (ACL) meeting in Oakland. Forty librarians from all over Northern California attended the presentation. Many people were quite interested in employing parts of the LCCL project in their own communities. Following these presentations, telephone calls and letters from elsewhere in the state asking questions about the LCCL project were answered and practical advice was given when sought.

During the LCCL I project, an Advisory Board met 5 times to provide feedback and advice on project directions and activities. The Advisory Board included one librarian from the LCCL I Steering Committee (also a pre-school parent), the education coordinator of the 4C's (Community Coordinated Child Development Council), an instructor from the Early Childhood Education Department at DeAnza Community College, the director of Choices for Children (a child care referral agency for employers and others), a pre-school parent and four pre-school teachers/directors from various types and localities of pre-schools in Santa Clara County. The meetings, which were chaired by the LCCL coordinator, were very informative, profitable and enjoyable for all participants. Program ideas were shared and methods that librarians could effectively use to approach pre-school teachers and parents were suggested. The pre-school teachers and organization leaders felt that they gained much from these group meetings, also. The LCCL I Advisory Board was very influential in the decision to apply for a second grant to serve children and home care providers. Throughout the project, Advisory Board members offered advice for directions to take and support for programs that were offered. Four members of the LCCL I Advisory Board volunteered to continue on the LCCL II Board for the following project. The Advisory Board was a very successful component of the LCCL I grant.

11. Continued Services

Because the Library Child Care Link I was accomplishing much in making teachers, parents and children more aware of the services that public libraries were offering in addition to spreading the word about wonderful children's books, it was felt that an expansion of the project should be sought. The LCCL Steering Committee and Advisory Board brainstormed and came up with several ideas. Members of the Advisory Board who were involved in the local child care community felt very strongly that family day care providers needed to be made aware of resources that the library and community at large had to offer. It was felt that without education or program requirements for home day care providers, help was needed to supplement activities in many homes. Additional LSCA funds were sought to extend library services to home care providers.

Local libraries, to varying extents, are continuing work with pre-school centers. A few SBCLS libraries are visiting centers monthly, semi-yearly or on a less regular basis. Services such as: class visits to libraries, book selection (and sometimes delivery) to centers, workshops by librarians for pre-school staff or parent groups are being offered by individual libraries.

The newsletter was deemed a worthwhile feature of the LCCL I grant. A newsletter sent to home care providers and also to pre-school teachers was included in the LCCL II grant.

The SBCLS children's librarians,as well as the day care community, felt that the Library Link newsletter had had far-reaching positive effects. Corporate or other funding is being sought so that a newsletter from the SBCLS libraries to the child care community can be continued after LCCL II ends. Funds are also being sought to reinstate storytelling services to pre-schools and possibly to home day care providers.

Contacts that were made and strengthened during the LCCL grant between the LCCL coordinator, the SBCLS librarians, and leaders in the child care community will hopefully be kept up through the Children's Coordinators Committee. Methods are being sought to assign each children's coordinator a reasonable number of contacts in her community to maintain after the grant's end. Some method of coordination of these contacts and information from the child care community will be devised.

It is also planned that members of a combined LCCL I and II Advisory Board will meet once or twice a year to confer with representatives of the Children's Committee about up-coming project directions.

12. Sharing Information

Publicity during the LCCL I project was not extensive because of so many other commitments on the part of the project staff. We did publicize our activities through several outlets. Locally, information about the LCCL I project was printed in: Kids Kids Kids (a monthly newsletter for parents), Infants to Teens: a Parent's Guide to Health Care, Child Care, and Family Fun in Santa Clara County--a quarterly periodical (February 1984), The Peninsula Times Tribune (12/27/83), the San Jose Mercury News, El Observador (a local Spanish/English newspaper), KEEN radio station, the SBCLS bi-monthly newsletter, and newsletters of other organizations: Peninsula Chapter of the Association for the Education of Young Children, 4C's, and Choices for Children.

Nationally, the School Library Journal (12/83) and American Libraries (6/83) ran articles about the LCCL. In addition, information was shared locally by participation in workshops, conferences and faires which catered to the pre-school community and children's librarians.

The soon-to-be completed manual from LCCL will be offered in local as well as national publications. Because of the desire to see the program replicated in other areas, the manual has suggestions for implementation that could be applied to other locales. The LCCL II grant provides for a part-time project outreach specialist to extend publicity for the LCCL II project.

13. Subjective Evaluation

In this writer's opinion, there were many successful features of the Library Child Care Link project. The project definitely succeeded in making day care center and nursery school teachers aware of the local public libraries and their services.

Personal contact between pre-school teachers and children's librarians allowed an *extension of library services beyond the basics: pre-school class visits to* libraries; librarian visits for storytimes at pre-schools; selection of books for pre-schools; delivery of booklists, calendars and special program flyers to pre-schools; display of pre-school work in libraries, etc. Also based on personal verbal requests, a Core Collection list of basic books for pre-schools was made up by SBCLS children's librarians, through the LCCL, for pre-school teachers. Libraries found that a new group of working parents did bring children to the library for story-times and other programs on Saturdays or evenings when it was more convenient for them. Based on attendance during these LCCL programs, several libraries realigned program times for the convenience of working parents. All the children's librarians are now more aware of the needs of the target group.

The Library Link newsletter accomplished its purpose of building a link between libraries, teachers and parents. It proved to be a very practical newsletter with easily-implemented ideas, news about programs of interest relating to literature in the community and libraries, and usable booklists.

The LCCL I project worked well because all jurisdictions within the South Bay Cooperative Library System were enthusiastic and committed to the project and there was good communication between the LCCL staff and the children's librarians in the different SBCLS libraries and branches throughout Santa Clara County. Librarians kept in touch by telephone with the LCCL office concerning scheduling the storyteller, distributing newsletters to parents at the libraries, programs, and other components of the project. There was a strong feeling that everyone was playing an active role in working together to help LCCL I succeed. Personal contact among librarians, the LCCL staff, and pre-school personnel was very important. Leaders of other community organizations that dealt with pre-school children and teachers also became personally involved with the LCCL project. The community cooperation helped libraries to offer more and more to pre-school children on an individual basis.

In retrospect, the only member of the LCCL project staff who was not integrated into all parts of the grant was the LCCL storyteller. If the project was repeated elsewhere, this writer would recommend that the storyteller spend more time meeting with the Steering Committee and be more involved in other facets of the grant. Also, because of the volume of work generated by the project, our efficient part-time clerical assistant could not accomplish as much as full-time assistance could have.

Evaluations by pre-school teachers, SBCLS librarians and others have been quite positive for all parts of the LCCL I grant.

The LCCL I Steering Committee was a pleasure to work with. They were encouraging and excited about the grant. All were committed to the project and involved in all aspects of project activities. Without their involvement and suggestions, the project could not have succeeded.

Our assigned California State Library (CSL) consultant was helpful at all times. There was frequent telephone and written contact between the Library Child Care Link coordinator and the CSL consultant during the project. She was always available to answer questions and offer practical advice and assistance. Some ambiguities in written CSL forms have been positively corrected this year so that they are easier to understand and follow.

The LCCL I project has been very rewarding to coordinate. The target group--children, pre-school teachers, and parents--were grateful for all that was done for them. Librarians were happy to offer more services to children, while community leaders learned that librarians can work with them and children to the benefit of all. This writer is confident that the links between the pre-schools in Santa Clara County and the South Bay Cooperative Library System libraries will continue and that the extension of the project to work with home care providers will also be a success.

Hopefully, the effects of this project will be felt far beyond the borders of Santa Clara County and the state of California.

Susan W. Denniston

Susan W. Denniston
Library Child Care Link
Coordinator

Santa Barbara Public Library

Ethnic Services Outreach Project

Total project period: July 1, 1981 - December 31, 1983

Project Director: Gwen Cain

Santa Barbara Public Library
40 E. Anapamu St.
(P.O. Box 1019)
Santa Barbara, CA 93102
Tel. (805) 962-7653

This was a program of library outreach to the 25% minority population of Santa Barbara County. Activities included publicity, library deposit collections, and programming jointly sponsored with community organizations.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$ 74,615.50		$24,786.00	$ 99,401.50
b. Materials: books and other print formats (Deposit Collection)	39,168.00		11,400.00	50,568.00
c. Materials: audiovisual formats and microforms	7,600.00		--	7,600.00
d. Contract services	10,150.00		600.00	10,750.00
e. Other operating expenses	23,543.00		23,950.00	47,493.00
f. Equipment other than audiovisual	3,080.00		--	3,080.00
g. Equipment: audiovisual	4,130.00		--	4,130.00
h. TOTAL	$162,286.50		$60,736.00	$223,022.50

10. Project accomplishments.

The primary goal of the Ethnic Services Outreach Project was to develop and to improve library resources and services to the ethnic minority communities of Santa Barbara. By surveying the accomplishments of the project, it can be demonstrated that this goal was met, and a viable program will continue at Santa Barbara Public Library that strives to meet the needs of all ethnic communities of Santa Barbara.

The first objective of the project created library deposit collections in local community centers. These collections are still operating and enjoy a popularity unexpected even by the project's expectations. Materials are borrowed rapidly, but the return rate remains poor. As cited in the first quarterly report for the fiscal year 1982-83, an overall loss rate averages about 90%. Instead of stocking the sites with brand new materials solely, they are now stocked with a combination of paperbacks donated to the library system, books and magazines weeded out of the library's collections, as well as new paperback purchases.

During the course of the project, only one site had to be removed because of lack of cooperation on the part of its staff. Presently, there are nine deposit sites with the expectation of opening another site in the Isla Vista area. User and site supervisor evaluations of the deposit sites support the effectiveness of the deposit sites. Appendix I lists currently serviced deposit sites.

Collection development of a core collection of circulating and reference ethnic resources comprised the second objective of the project.

Project accomplishments (continued).

The first quarterly report for fiscal year 1981-82 reported that 90% of the items on order or received, and "Close to 80% of the collection provides coverage of the Chicano/Mexicano experience, including Spanish language materials. Fifteen percent of this collection reflects the Black experience, and 5% will cover the Native American experience." (p.3). These materials were added system wide to the central, Goleta, Eastside and Carpinteria branches. The second year of the project reported in the first quarterly report for fiscal year 1982-83 that acquisition of print and audio visual materials had been completed as planned, augmenting exising collections: "Representative coverage of each minority group in the overall collection has been held relatively proportionate to the size in the overall population in the service area." (p.3).

It should be noted that new collections of materials were developed where previously none existed. Vietnamese language books were added, films and filmstrips provided, and services greatly extended to branch libraries. The branch libraries were either served by a rotating collection of materials, or by creating new collections as well as augmenting existing ones.

Patron evaluation forms for the core collection of Spanish language materials began the second year of the project and helped tremendously with purchasing new titles for the collection. Responses to the questionnaire were quite candid about their likes and dislikes of the collection. Overall, the titles in the collection remain quite general, and criticism of the collection arose when a patron could not locate a specific title or subject area covered in the collection. Most often cited was a lack of technical works in the collection. The last

Project accomplishments (continued).

major purchase of Spanish language materials tried to reflect user requests. An array of typical responses from the user survey comprises Appendix II of this report.

Five bibliographies were compiled during the two year grant, including one major bibliography, The Chicano Experience: A Selected Bibliography of Materials in the Santa Barbara Public Library. Four Spanish language bibliographies were created, as well. Appendix III provides examples of the bibliographies produced by the outreach project staff. One major bibliography not completed but much needed by the library and by its users is one reflecting the Black experience. A bibliography of the Vietnamese language collection is needed, also. With the continuation of the ethnic services program, it is expected that these bibliographies will be compiled.

The third objective constituted outreach field work into minority neighborhoods. The first year of the project had a vigorous door to door campaign. While effective, one to one contact is time consuming and had to be gradually phased out in favor of contacting potential library users through community services and organizations. An especially successful contact was the WIC (Women, Infants and Children) nutrition program. Other field work contacts include preschools, schools, ESL classes and booths at community functions.

Throughout the course of the project, statistics reflect about a 10% return of first time users of the library who had been issued library cards through outreach field work. As stated in the first quarterly report for fiscal year 1982-83 on p. 6, "Statistics reveal that 10% of the cumulative coded outreach library cards issued have

Project accomplishments (continued).

been presented for checkout of library materials." This statistic remained consistent throughout the course of the project with a similar observation cited in the fourth quarterly report ('82-'83) of the project. Appendix IV presents final outreach statistics.

Six inservice staff development workshops were held for public service personnel, fulfilling the fourth objective of the project. Subject coverage of the workshops were as follows:

C.R.I.S. (Community Resources Information Services) WORKSHOP

LIBRARY SERVICES FOR THE SPANISH SPEAKING

¿COMO SE DICE?: A Survival Spanish In-Service Workshop

BRIDGING CULTURES AND CULTURAL AWARENESS AND THE SANTA BARBARA INDO-CHINESE COMMUNITY

BLACK LITERATURE REFERENCE WORKSHOP

CHICANO LITERATURE REFERENCE WORKSHOP

The programs were extended to public service personnel in the community ranging from academic libraries to the welfare agency. The ¿COMO SE DICE? workshop was developed into a cassette/pamphlet kit and made available at cost to libraries, schools and interested individuals.

Evaluations were kept for each program and participants consistently rated the programs well. Appendix V provides typical responses. The programs provided background, understanding, and empathy to public service personnel who serve these user groups.

Another major feature of the Ethnic Services Outreach Project was its cultural/educational outreach library programs forming

Project accomplishments (continued).

objective five of the project. Numerous film programs, lectures and cultural arts activities were offered in the community and in the library to help promote the library as a thriving entity which has much to offer its community. Ongoing programs initiated and presented by the project included bi-lingual story hours, Afro-American story hours and film programs to seniors.

All programs were described extensively in the quarterly reports, but briefly the major programs were as follows:

EL MUSEO DEL PUEBLO, a two month long program offered in April and May of 1982. It was a bicentennial celebration of Chicano heritage in Santa Barbara, and was co-sponsored by numerous community based organizations.

BILINGUAL CHRISTMAS PROGRAM, co-sponsored with Santa Barbara School District.

PRE-FIESTA PROGRAM

¡VIVA LA MUERTE! UN PROGRAMA RECORDANDO "EL DIA DE LOS MUERTOS", jointly sponsored with U.C.S.B.'s Chicano Studies Department.

AFRO-AMERICAN HISTORY MONTH CELEBRATION, a series of programs sponsored by the Ethnic Services Outreach Project.

CAREER AWARENESS DAY, presented at Santa Barbara High School.

The programs were well attended and consistently evaluated well by its participants. The diverse flyers created for the programs are assembled in Appendix VI of this report.

An additional question on the evaluation reports might have been helpful for the project. It would be interesting to know if the programs encouraged or promoted use of the library to pursue additional information on the topics covered in the programs.

The sixth and final objective extended braodcast media outreach for regional and local library promotion. Created and distributed by

Project accomplishments (continued).

the project was a video entitled "Discoveries". It was broadcast locally on Cox Cable T.V. Thirty second Spanish public service announcements were offered to KMEX-TV and local Santa Barbara-Ventura radio stations. An evaluation was never formulated to examine the effectiveness of the ads. Nor have broadcast efforts been pursued while the outreach staff has functioned on a part-time basis.

The above objectives accomplished much to extend the library resources and services to all segments of the community, an expressed goal of the project. The project also established the library's presence with local social service agencies and community based organizations.

11. Continued Services.

The project continues, albeit on a part-time basis, until a new outreach librarian is appointed. The library has experienced recruitment problems with attracting a bilingual librarian to Santa Barbara. Once this position has been filled, however, all elements of the program as described in the project's goals and accomplishments will expand and continue.

In the meantime, the program functions with a part-time library assistant (20 hrs. a week) and a part-time librarian (4 hrs. a week). Even with limited staffing, outreach efforts have been maintained with co-sponsorship of programs, collection development, maintaining the deposit collections, story hour services, and as a clearing house of information and services for branch libraries.

Staffing and programming have received continued support by the city budget.

12. Sharing Information.

Efforts of sharing information about the project were curtailed because of staffing limitations described in section 11. Nevertheless, the fourth quarterly report, 1981-82 reported on p. 7 that there had been wide distribution of outreach media products. The project shared information with other libraries about strategies for program and collection development, staff development and public relations. Promotional literature was shared, also. Libraries requesting project information included Los Angeles, Fresno, San Diego, Orange, Ventura, Oxnard, the North Bay and Serra State Cooperative library systems, and the El Paso Public Library.

The second year of the project shared its resources by offering at cost the "¿Cómo se dice?": A Survival Spanish In-Service Workshop cassette tape. In all, 70 cassettes were sold by the project.

Appendix VII provides flyers which describe the project. Again, no articles or handbooks have been created sharing the results and accomplishments of the project.

13. Subjective Evaluation.

When reviewing the overall program objectives of the Ethnic Services Outreach Project, all major elements of the program were completed successfully. The outstanding aspects of the program include development and augmentation of a core collection of multi-ethnic resources. Deposit collections were created in community centers, greater and improved contact with community based organizations was established, and the instructional media and bibliographies were created. Cultural programming, especially when sponsored out in the community, was most successful.

Subjective Evaluation.

The project was not without problems, however. In the course of two years, it experienced staffing turnovers six times, including the departure of the project director, Salvador Guereña in March 1983. At the conclusion of the LSCA funded project, no one was on the staff who participated the full duration of the project. The project was scheduled to end July 1983, but was extended six months in order that a remaining $4500.00 of grant money could be spent on the library system's Spanish, Vietnamese and E.S.L. language collections. Since March 1983, the project was staffed on a part-time basis. A full time outreach librarian position has been funded by the city of Santa Barbara, but a qualified candidate has yet to be recruited.

The only outside evaluation performed occurred at the end of the first year of the project. Appendix IV of the fourth quarterly report 1981-82 includes a report on the evaluation conference with Robert Trujillo. A comprehensive report covering the full term of the project was not performed. While the advisory committee provided much guidance during the course of the project, no final report was compiled.

Because the current contact person did not write the grant or seek LSCA funds, advice cannot be offered to other grant seekers. It should be noted with great appreciation that information and help was provided by the accomodating state library representatives.

ETHNIC SERVICES

Serra Cooperative Library System

Latino Services Project

Total project period: July 1, 1982 - September 30, 1984

Project Director: Debra Miller

Serra Cooperative Library System
5555 Overland Ave., Building 15
San Diego, CA 92123
Tel. (619) 278-8090

This was an outreach project to improve library services to the 325,000 latino population of San Diego and Imperial Counties. Publicity was increased and contact made with ethnic community organizations, while materials collections in libraries were expanded.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$146,021			$146,021
b. Materials: books and other print formats	84,069			84,069
c. Materials: audiovisual formats and microforms				
d. Contract services	6,342			6,342
e. Other operating expenses	44,594			44,594
f. Equipment other than audiovisual				
g. Equipment: audiovisual				
h. TOTAL	$281,026	-0-	-0-	$281,026

I. INTRODUCTION

The Latino Services Project was a two-year LSCA (Library Services and Construction Act) demonstration project of the Serra Cooperative Library System. The thirteen member library jurisdictions of the System participated in a project aimed at "improving awareness of and access to public library services and materials for the Latino population of San Diego and Imperial Counties." Project activities ran for a period of 27 months beginning July 1, 1982, and ending September 30, 1984. Total funding for the project was $121,000 in 1982-83 and $170,488 in 1983-84.

By the end of the project, each participating library received assistance from project staff in the areas of:

- Spanish language acquisitions and cataloging.
- Spanish language collection evaluation.
- Outreach to Latino organizations, agencies and businesses in their communities.
- Increased Spanish language resources through the purchase of over 7,458 Spanish-language books and magazine subscriptions.
- An increased awareness of library services, programs and development of libraries in Baja California, Mexico.

Activities were implemented by one project director, two senior resource librarians, and the library assistant. The project staff was under the supervision of the System Director.

II. PROJECT ACCOMPLISHMENTS

Four objectives were designed by the authors of the grant. Project accomplishments toward achieving those objectives are summarized below. A more detailed account of all activities is outlined in quarterly reports on file with System Headquarters and the California State Library.

A. Objective 1: "To increase awareness of library services in the Latino community by at least 20% as measured by a non-user survey."

Activities for this objective included the development of a bilingual brochure on library services (Appendix A); the initiation of a monthly column in the local press; the collection and utilization of similar promotional literature and programs available from other libraries in the State; and the establishment of linkages with at least three Latino organizations in each Serra System library's service area.

Evaluation: This objective was measured by the results of a non-user survey that was administered by four community agencies in San Diego (Neighborhood House Association, Padre Hidalgo Center, Metropolitan Area Advisory Committee, and Catholic Community Services) and three in the Imperial Valley (Jobs for Progress, Project Ser, and Catholic Community Services).

In the San Diego County area, the first phase of the survey was administered during a two-week period in May 1983. In the Imperial Valley, the first phase was administered during a similar two-week period in September 1983. The second phase was administered by all participating agencies simultaneously during a two-week period in August 1984.

The survey instrument was a questionnaire that consisted of three questions which could only be answered either "yes" or "no." The questions were both in English and Spanish. The questions asked were:

1. Do you know of a public library in your community?
2. Do you or any member of your family use the public library?
3. Do you or any member of your family have a library borrower card?

In the San Diego area, the number of responses received from the first phase was 211. In the second phase, 284 responses were received. Question #1 received an 82% affirmative response during the first phase and an 83.5% affirmative response during the second phase. This represented a net gain of 1.8%. Question #2 received a 55.5% and a 57.4% affirmative response during the first and second phases, respectively. This represented a gain of 3.4% in usage. Question #3, dealing with borrower registration, received a 49.3% and a 46.5% affirmative vote in either phase, respectively, representing a 5.7% drop.

In the Imperial Valley, 284 questionnaires were returned for the first phase, and 290 for the second phase. Question #1 registered a drop of 6.8% in affirmative responses, from 79.2% to 73.8%. Question #2 also dropped 24.3%, from 60.1% positive responses to 45.5%. The most astonishing drop occurred in the area of library registrations. The percentage of respondents answering affirmatively dropped 40%, from 54.6% to 32.8%.

A large number of community organizations were contacted and visited by project staff. Radio and television interviews and public services announcements were made, as possible. The Senior Resource Librarian in the Imperial Valley appeared on two occasions on a Spanish language television program (Panorama del Valle), and project staff in San Diego was interviewed on the Latin Profile radio program and Contacto 89.

Staff did not develop monthly columns for the local Spanish language press. Examples of additional print publicity in the local press is attached as Appendix B.

B. Objective 2: "To increase utilization of library resources by Latino residents by 50% or more in areas of patron registration, Spanish materials circulation, reference questions and program attendance by the end of the project."

To accomplish this objective, each library developed individual activities for project librarians to implement while assigned to their library for a block of time ranging from 1 to 6 months. The specific activities for each of the libraries concerned are recorded and evaluated on individual reports prepared for each respective library. Copies are available from each library, or through System Headquarters.

While assigned to each library, the appropriate project librarian evaluated the Spanish collection in relation to community needs, delivered outreach services, and in some cases, developed library specific programs and publicity, and completed the translation of library forms.

Evaluation: The project's ability to meet this objective was based on the results of a user survey administered to Spanish speaking patrons of each participating library. Before and after tallies measured (1) circulation of Spanish language library materials, (2) number of reference questions asked, (3) attendance at programs for Latinos, and (4) number of Latino patrons registered.

The survey was administered in two phases. The first phase, to determine usage level prior to project activities, was conducted during the two weeks of May 2-14, 1983. The second phase, to measure any change in activity, was conducted during the two weeks of August 30-September 1, 1984. Forty libraries and branches participated during the first phase. Seven of these did not participate during the second phase, which had participation from 41 libraries and branches. Results of the survey are summarized in the table below:

Transaction	# 1st Year	# 2nd Year	% Change
Book Loans	1,898	2,849	50%
Magazine Loans	3,379	3,600	6.5%
Reference Questions	615	271	-60%
Patron Registration	829	473	-43%
Combined Totals	6,721	7,193	7%

The only category in which this objective was met was in the circulation of books. Substantial decreases were recorded in the areas of patron registration and reference questions.

Decreases in the amount of time librarians were assigned to each library may have affected the project's ability to reach out to a substantial number of target clients. Staff time was sufficient to establish community contacts on behalf of each library, but perhaps not of adequate duration to cultivate those relationships to sustain group/community awareness among the target group.

C. Objective 3: "To increase the capability of member libraries to meet the reading and information needs of Spanish-speaking patrons by augmenting book and periodical collections."

Five specific activities were designed to accomplish this objective. They were to (1) evaluate the Spanish collections of each library in the Serra System as to content and condition, weeding and rebinding as needed, (2) establish a centralized acquisition and cataloging center, (3) establish a liaison with the Spanish Review Committee of the Serra System, (4) purchase quality print and audiovisual materials, and (5) provide access to clothbound and quality paperback project materials via author/title/subject cataloging in the format used by the California Spanish Language Data Base (AACRII).

Over the life of the project, a total of $100,000 was awarded for library materials. Project staff developed and coordinated a centralized selection, acquisition, and cataloging component designed to enable representatives from each library to select materials based on review copies procured from a variety of sources at monthly selection meetings. The component attempted to comparatively evaluate the cost efficiency of acquiring materials from four major sources:

1. Distribution in the United States.
2. Mexican publishers and distributors.
3. Bookstores in Mexico and the United States.
4. COPAS, the California Spanish Language Data Base (CSLDB) Cooperative Cataloging and Acquisition Program.

The results of this comparative program are attached as profiles and evaluative summaries to this report (Appendix C).

Evaluation: As a service to the participating libraries, this objective was evaluated by members of the Review Committee. The result of that evaluation is attached to this report (Appendix D).

D. Objective 4: "To identify at least three possible areas of cooperation between the Serra Library System and libraries in Northern Baja California."

Activities to accomplish this objective were to:

1. Establish contact and attend regular meetings of the Bibliotecarios de las Californias.
2. Plan and conduct a one-day workshop to discuss possible areas of cooperation.
3. Present a report to the Serra System Administrative Council and to the project Advisory Board.

Project staff successfully completed this objective. At the Binational Conference of Libraries in California and Baja California, three major areas of mutual concern were identified by the attendees of the program in roundtable sessions on the second day of the Conference. They are to:

1. Explore the possibility of personnel exchanges.
2. Produce a bilingual border library directory.
3. Explore the feasibility of developing institutional borrowing privileges among libraries of Serra and Baja California.

A task force was formed to determine the feasibility of implementing any of the recommendations and will present those recommendations to the Serra Administrative Council.

Evaluation: A major activity of this objective was the jointly planned and executed Binational Conference on Libraries in the Californias. Over 200 librarians from California and Baja California spent two days, January 13 & 14, 1984, learning about library services and programs in both countries. A summarization of that program is attached to this report (Appendix E).

III. CONTINUED SERVICES

At the System level, it is hoped that the newly-formed "Ethnic Services Committee" will carry forward some of the project's activities. Book review and selection were cited high priorities at the initial meetings of this committee. Ideally, this committee could serve as a clearinghouse for ideas and strategies in serving Hispanics and other minority groups. Guest speakers who can contribute to the understanding of library needs of minority groups have been featured at meetings from time to time.

IV. SHARING INFORMATION

The Serra System will send copies of this report to other systems throughout the state. In addition, upon request, this report will be made available to other interested parties. Efforts are being made to publish the Proceedings of the First Binational Conference for dissemination to the library community in California as another means of sharing information.

V. SUBJECTIVE EVALUATION

The Latino Services Project was an ambitious project that strove to meet a full range of library needs identified by the Serra member libraries. Due to the large allocation of funds for materials ($100,000), project staff was forced to concentrate more on meeting the technical service needs of the libraries than the public service needs. An inordinate amount of project resources were required to develop and coordinate a centralized selection, acquisition and cataloging program. The most difficult of these components was the cataloging function. Most of the cataloging required was original. Other functions did not become totally manageable until the project was coming to a close. It took several months to establish business relations and savvy with Mexican as well as United States vendors.

The evaluation tool that was used to measure increases in awareness through a targeted sampling of the Spanish-speaking population may be reflect true achievements, or lack of achievements, by the project. Project staff had little control over data gathering methods once the agencies received the questionnaires. Difficulty was experienced in obtaining total cooperation from all agencies involved.

In general, the scope of the program was too wide. The project attempted to do too many activities for too many libraries in too short a time. The time allotment was greatly affected by changes in the project directorship after five months' delay in finding suitable staff. Subsequent changes in personnel infringed on the project's ability to complete all the activities for two participating libraries, San Diego County (no final report), and Coronado (no final report or outreach activities).

The Serra System administrative staff and project staff feel that similar projects might be more successful if emphasis is placed on more activities that have system-wide application (cooperative review, acquisition, training) and that library-specific activities be the responsibility of each library with guidance from System project staff.

South State Cooperative Library System

Project AmerInd: Library Service to American Indians

Total project period: July 1, 1979 - June 30, 1982

Project Director: Dennis Reed

South State Cooperative Library System
7400 East Imperial Highway
Downey, CA 90241
Tel. (213) 922-7538

Resource collections were established at five sites in Los Angeles County and public relations and programming were conducted among the area's urban Indian population community centers and organizations.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	109,731			109,731
b. Materials: books and other print formats	51,565		$ 9,000.00 site library contritutions	60,565
c. Materials: audiovisual formats and microforms				
d. Contract services				
e. Other operating expenses	41,969		$ 7,200.00 M.C.S.T. van	49,169
f. Equipment other than audiovisual				
g. Equipment: audiovisual	7,813			7,813
h. TOTAL	211,078		$16,200.00	227,278

10. PROJECT ACCOMPLISHMENTS

The objectives of Project AmerInd were: 1) to provide system-wide staff training about the unique aspects of American Indian peoples, 2) to develop six library sites with American Indian collections, 3) to inform the American Indian community of the project, and 4) to share findings with other library jurisdictions.

The first objective was accomplished very effectively. Two system-wide workshops were held. The first workshop in 1981 was designed to inform the library staff of South State Cooperative Library System about the various American Indian populations of Los Angeles County and Kern County; to discuss common misconceptions and stereotypes about American Indians; to present the concerns and problems of contemporary Indian people; and to address the ways library staff could serve the American Indian patron in the library. The workshop was taped so that it could be used in the future for other workshops (see Attachment 10A).

The second system-wide workshop on serving the American Indian child was held in 1982. The project staff developed a cultural/historical packet which the children's librarians could use as part of their programming. The project staff gave a demonstration of how to use the packet materials and had a display of various American Indian crafts that could be made using the packet instructions (see Attachment 10B).

The development of the library sites with American Indian collections began in the second year of the project. The five sites in Los Angeles County were in the libraries of Bell Gardens, Cudahy, Culver City, Huntington Park, and San Fernando. The one in Kern County was located in the Tehachapi Library. The collections were developed by the project staff with the help of the advisory committee made up of local American Indian community people.

The advisory committee served a very important function in addition to their advisory capacity. It allowed the American Indian community an opportunity to actively participate in a program that was designed to help them. Many other programs set up to help Indian groups do not actively seek out Indian people to find out their special needs. The advisory committee has helped to draw the Indian community into the library. A good example of this was the Los Angeles County Public Library tribute to two American Indians, Mr. Jay Silverheels and Mr. William Sampson. With the help of the advisory committee, over 700 American Indian people attended this event. The advisory committee has proven to be a valuable resource for the project (see Attachment 10C).

An audio-visual collection was developed by project staff. It consists of audio-tapes of several American Indian conferences at local universities, a video-tape collection donated by an American Indian producer who had a cable television program in Orange County, and films. The collection adds valuable materials about the Indian peoples of Southern California (see Attachment 10D).

The attempt to reach segments of the American Indian population who have not been served proved to be a difficult problem. American Indians who are handicapped, institutionalized, or are senior citizens have no formal groups or organizations that provide services to them. Our contacts within the Indian community say that this is a serious concern and they are trying to organize efforts to reach out to these underserved people. Contact has been maintained with these community people in the event future programs become operational.

In order to reach the American Indian community the project staff utilized the MOST van (Media, Outreach, Service & Training) from the audio-visual department on a monthly basis. The van was stocked with a paperback collection of books and it made a regular schedule of stops at various American Indian service organizations so that the community could borrow the materials. The fact that the van was highly visible and that it followed a regular schedule showed the Indian community that the library was committed to providing service to them. After the project ended one organization, the Men's Lodge, began to transport their clientele to the American Indian Resource Center on a regular basis.

The project staff also attended various events held within the American Indian community to inform the community about the project. Materials prepared by the project staff were distributed to the people in attendance. By the end of the project the Indian community was beginning to use the library sites on a regular basis, especially the American Indian Resource Center of Huntington Park Library. The outreach process has definitely begun to pay off (see Attachment 10E).

In response to requests from the project site libraries, the project staff developed a community calendar, a children's mobile project, and a film list. The calendar provided information about events taking place within the Indian community. This information was also sent to Los Angeles County Public Library's information and referral project CALL (Community Access Library Line). The mobile was developed as a suitable children's project for the Thanksgiving holiday. The film list provided easy access to all the films about American Indians in the Los Angeles County Public Library film collection. Though the project has ended, these projects will continue and will expand as the need grows (see Attachment 10F).

11. CONTINUED SERVICES

The Continuation Plan for the Library Service to American Indians project was prepared in May 1982 and as of July 1, 1982 has been in effect. The American Indian Resource Center at Huntington Park Library will carry on the objectives that began in Project AmerInd.

Dennis Reed, former project director, is the librarian for the Center. The Center and Mr. Reed will act as the major resource on American Indians for the South State Cooperative Library System and other library jurisdictions within the state of California.

All of the objectives and goals of the project will continue except for the publication of a monthly newsletter. However, newsletter items will be prepared for monthly distribution throughout South State Cooperative Library System members. The problems with the newsletter are currently those of printing time and funding. The timeliness of events and news items is rendered useless because it takes so long from the time the raw copy is submitted to the County printing department until the finished product is available. The other important reason for the ending of the newsletter is a lack of funding. There are currently no funds available within the library department for such a project. If possible, the newsletter will be revived in the future.

The Continuation Plan is very comprehensive in scope and will serve as a model for other library jurisdictions which need help in establishing library service to their American Indian communities (see Attachment 11A).

12. SHARING INFORMATION

The plan formulated for publicizing the project activities were a monthly newsletter, news releases, and access to American Indian media within the South State Cooperative Library System service area. The campaign was carried out as planned except for the newsletter. The newsletter was held up because of a serious problem in the area of printing. It took so long for the printing department to print a finished copy of the newsletter that the list of scheduled events in the Indian community and news items of current interest were seriously out of date. The result was to change to a quarterly publication and two newsletters were produced (see Attachment 12A).

The publicity campaign on the whole was effective in reaching the American Indian target group. News releases were sent to the local American Indian media; the project director appeared on local American Indian radio programs several times a year to promote the project; and the project staff attended various events held by the Indian community distributing materials that publicized the project. The project staff also regularly attended the monthly meeting of various American Indian organizations to keep a highly visible profile for the project and to learn some of the informational needs of the Indian community. Those needs included more books by American Indian authors, more American Indian newspapers from across the nation, and more materials that accurately reflect the culture and history of the various American Indian nations (see Attachment 12B).

In regard to national publicity about the project, news releases were prepared and sent out to the Library Journal and American Indian Libraries Newsletter. Both of these publications are national in scope. A major article was submitted and published in the American Indian Libraries Newsletter. The article did generate one inquiry from a library consultant in Canada and the appropriate materials were sent to him. However, there may be more inquiries in the future because the American Indian Resource Center will continue to prepare news releases and submit them to major library media (see Attachment 12C).

Publicity on the national level was also accomplished by the project director speaking before the American Indian Librarians Association held in conjunction with the annual American Library Association Conference held in Dallas, Texas, in June of 1980, and by taking part in a California Library Association panel entitled "Making Connections: Service to the Minorities" at their annual conference in December, 1981.

The success of Project AmerInd could be replicated in other urban areas of California that have large American Indian populations. Some of these areas include Sacramento, San Diego, Santa Barbara, and San Francisco. The Continuation Plan developed by Los Angeles County Public Library can serve as a model to help these major urban areas to establish programs to provide their American Indian communities with much needed library services (see Attachment 11A).

13. Subjective Evaluation

As the contact person for the project I would have to say that I view Project AmerInd as being very successful. When I was interviewed for the position of project director I told the interview committee that to notice any visible success of the project would take at least ten years. This is because American Indian people are not traditional library users due to a lack of libraries within American Indian communities as well as all of the other reasons people do not make use of library resources. Above all else I felt the library must have direct contact with the people or group whom they propose to serve and that persons involved with the project must be highly visible within the American Indian community.

American Indian people have dealt continuously with different organizations and agencies that propose to deliver various services to their communities but rarely follow through with it. American Indian people in urban areas have been at one time or another approached by various agencies or non-profit organizations that seek state or federal funds in their behalf saying that they will help Indian people. They get the funds but rarely help the Indian people. So Indian people are very wary and distrustful when approached by any group or organization that says they will do this or that for them.

American Indian people do and always will respond to personal contact. This is the key element in serving the American Indian population. You can send out notices, news releases, and questionnaires and probably receive only a few replies. But the personal contacts that are made will help to get people into the library. They will assist in setting up special programming, and learning what is needed in the way of library materilas and service.

To get the American Indian community involved with the project, the forming of a community advisory committee proved very useful. Their direct input into the project made them feel that the South State Cooperative Library System was committed to fulfilling the objectives of the project. The advisory committee was made up of concerned individuals, as well as, people from the various American Indian organizations. They were instrumental in helping Los Angeles County Public Library to host a program in 1980 honoring Mr. Jay Silverheels and Mr. William Sampson; this drew the largest number of American Indian people at a single event in the county. Various letters of support from the advisory committee members attest to the success fo Project AmerInd. These same committee members have verbally expressed their desire to continue to offer support and advice for the continuation of the objectives of the project after it has ended (see Attachment 13A).

The Los Angeles County Public Library has committed itself to reaching out and serving the American Indian population and the Indian people have started to respond. The Continuation Plan for the American Indian Center will serve as a model for other library jurisdictions needing information on how to serve their own American Indian community but lacking the knowledge.

I am very proud of the accomplishments of the project and Los Angeles County Public Library's commitment to carrying on the project's objectives through the American Indian Resource Center established at the Huntington Park Library.

INFORMATION & REFERRAL

Auburn-Placer County Library

Minority Information Services Network

Total project period: July 1, 1980 - June 30, 1983

Project Director: Beatrice Graham

Auburn-Placer County Library
350 Nevada Street
Auburn, CA 95603
Tel. (916) 823-4391

An information and referral center was set up specifically to reach the underserved population in Placer County, as a possible model for development of a statewide minority I & R network.

*Other funds expended:

CLSB(80/81)	$ 23,311.00
Area 4 Agency	84,550.74
APCL	3,202.20
Donations	434.28
Total	$111,498.22

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$132,267.63	$106,308.57	$ 6,746.00	$245,322.20
b. Materials: books and other print formats	1,033.93	842.85	-0-	1,876.78
c. Materials: audiovisual formats and microforms	-0-	-0-	-0-	-0-
d. Contract services	1,600.00	-0-	-0-	1,600.00
e. Other operating expenses	34,147.91	4,346.80	50,534.00	89,028.71
f. Equipment other than audiovisual	-0-	-0-	-0-	-0-
g. Equipment: audiovisual	-0-	-0-	-0-	-0-
h. TOTAL	$169,049.47	$111,498.22*	$57,280.00	$337,827.69

AUBURN-PLACER COUNTY LIBRARY

INFORMATION AND REFERRAL CENTER

PROJECT SUMMARY NARRATIVE

JULY 1, 1979 - JUNE 30, 1983

10. PROJECT ACCOMPLISHMENTS: The Minority Information Services Network (MISN) was funded from July 1, 1979 to June 30, 1980 by a grant from the California Library Services Board. The purposes of the MISN grants were to provide a full range of information and referral services to meet the needs of persons who were presently underserved; to become involved in the community; and to develop a broad-based I&R network.

The Auburn-Placer County Library was one of three Information and Referral projects funded by CLSB. Information and Referral was not a new service for APCL. Older Americans Act monies were awarded in November 1975 for the purpose of providing senior citizens access to social services and to information they needed. A well known and widely used program was already in existence when the CLSB monies were received. The staff, however, was limited and we were aware of the critical need to reach out to certain target groups who were not being served. In our request to CLSB for monies, we proposed to reach the ethnic minorities, including the Japanese-Americans, Spanish-Americans, Native Americans and other ethnic groups; the low income and frail elderly and the handicapped; and the geographically isolated. We proposed to accomplish this by augmenting our staff to expand the already existing services; by expanding our public relations and outreach capabilities; and by modernizing our computer-based information bank.

The overall mission of an information and referral center is to link a person or agency with a need with the agency or resource that can supply that need. This, of course, necessitates an extensive and up-to-date information bank.

To achieve the goals proposed to CLSB, we divided our funding request into five components:

1. Reaching the Spanish-Americans: We established an I&R Center at the Roseville Public Library with 9 to 5 coverage and with a Hispanic worker to reach the underserved Hispanics in the Roseville/Lincoln areas.
2. Reaching the Japanese-Americans (non-English speaking): A Japanese-American worker had scheduled hours in 4 libraries and 2 churches plus one-to-one outreach in the Loomis Basin where the majority of this target group reside.
3. Reaching the elderly: A worker was stationed at the newly opened Multipurpose Senior Center with scheduled hours there and outreach duties to convalescent hospitals, nutrition centers, mobilehome parks, and with one-to-one capabilities.
4. The 4th component covered the administrative duties of the I&R mission; the public relations aspect; and the development of the computerized information bank, as well as providing services to clients at the already existing I&R service at APCL.
5. The last component sought to provide services to the geographically isolated through partial support of the Bookmobile. Placer County is a

long irregularly shaped county with elevation varying from nearly sea level to the high Sierra Mountain range. The Bookmobile travels to isolated areas throughout the county, reaching persons not covered by the branch libraries.

The CLSB project got off to a slow start as the monies were not received until October and the county could not advertise for the additional staff until those monies were received. For most components, full operation was not in effect until mid year.

CLSB was not in a position to provide funds for 1980/81 and, consequently, the State Library awarded monies under the Library Services and Construction Act. The proposal for 1980/91 had to be submitted by August 31, 1979, very shortly after we were awarded the CLSB monies. For us, it involved considerable "crystal balling" as we had not yet started our 1979/80 project and had no track record to evaluate our plans for expansion. Our 1980/81 grant proposal did not differ greatly from the original. It was approved, using a combination of LSCA monies and a carryover of CLSB monies from 1979/80. Therefore, the first year of the LSCA project contained the same components as the original proposal.

The real crunch in our outreach came the following year, 1981/82, when the State Library made the decision not to fund two of the original components: 1) The service to the Japanese-Americans and, 2) Services to the frail and elderly seniors. In addition, in our grant proposal, we had eliminated our support of the Bookmobile since we could not justify the cost on the basis of the I&R statistics. We also discontinued the toll free telephone line after 1½ years of operation. Our analysis indicated that the cost far exceeded its benefit. The year 1981/82 really spelled the end of LSCA funding. This past year, 1982/83, we were allowed to expend a carryover from 1980/81 in order to maintain our basic function of gathering and supplying information to clients who called in or walked into APCL. Outreach had to be limited to scheduled visits to a few branch libraries.

We maintain user statistics for the purpose of our monthly report to Area 4 Agency on Aging. Our CLSB and LSCA monies and the outreach capabilities resulted in a dramatic increase in usage by all age groups and to many more locations. The year 1978/79, when our only funding was Older Americans Act monies, our I&R transactions totaled 4,667 with 692 appointments, which averages 389 calls or walk-ins a month. The CLSB funding in 1979/80, with increased personnel, resulted in total I&R transactions of 18,569 with 1,936 appointments, average monthly calls/walk-ins, 1,547. Even more meaningful was the breakdown into age categories and ethnic groups. In spite of the late start of the Japanese outreach, we went from a half dozen Japanese contacts to 343. The Hispanic impact was less dramatic with 98 transactions. In 1980/81, when LSCA monies was the chief source of revenue, the total transactions were 18,833. Here the breakdown was meaningful among the Japanese where 1,462 I&R transactions were completed. The Hispanics totaled only 308.

The following year, 1981/82, reflected the cutback in outreach. The total I&R transactions did not decrease significantly, 17,898, but the ethnic, particularly the Japanese, decreased to 206 until we secured a One-Time-Only grant from Area 4 for the last half of the year. Once again, the outreach worker achieved 810 transactions in the six months. It was a strong demonstration to us that, particularly among the non-English speaking Japanese elderly, the one-to-one relationship with the Japanese outreach worker was vital for usage of library facilities and in social services. In 1982/83, LSCA monies was a carry-over fund only and represented a small portion of the budget. Even though we no longer were able to support the Roseville I&R program, statistics remained at 16,862. Japanese statistics were maintained at 889 only because the outreach worker continued her services on a volunteer basis.

Checking back to our original goal, that of reaching the underserved in Placer County, we attained varying levels of success depending upon the target group. Our services to the elderly, low income and frail or confined, increased greatly and we have continued to serve this expanded clientele. We were not successful in serving the population of North Lake Tahoe, but the rest of the county was covered well by the Bookmobile and the branch libraries. The branches were provided with vertical file material and the current Community Resource Directory plus the Sacramento Community Planning Council directory. In addition, an outreach worker made scheduled visits to a number of the branches. Our most dramatic success was with the Japanese elderly, as service went from almost zero to participation by a large percentage of that target group. Our least success was with the Hispanics. Even though we worked with the agency specifically designated for them, the Roseville Concilio, we never were able to engender statistics that reflected the outreach endeavors. Part of the explanation in the success of the Japanese program and lack of success in the Hispanics may be in the outreach worker. We acquired in the fall of 1979 a Japanese-American outreach worker who spoke and wrote Japanese fluently, was a native of Japan, and was sensitive to the mores of the Japanese elderly. She has been highly motivated, persevering, dedicated - as shown by her continued volunteerism. In the Hispanic program, our first outreach worker was well qualified, but we lost her before the year was over. We hired a second person whose tenure was short and whose motivation was questionable. Large gaps of time occurred between personnel changes as the County Personnel Department had to readvertise the opening. The last person holding the position was young and inexperienced and, while he was very personable, he did not engender any substantial I&R statistics among the Hispanics. Historically, the Hispanics have not used library facilities or even other social services. One of the more successful events was a Spanish-American festival in the Roseville Library with art exhibits, musical renditions and Spanish dances.

Obviously, outreach was our major focus and we feel that, on an all over basis, we were successful in serving the designated target groups.

In our definition of I&R services, the development of the product we have to offer must assume great importance. That product, of course, is the information we can offer our client. During the MISN project, we developed a new Community Resource Directory, with the California Human Services Classification System and with an extensive keyword/cross reference section. This directory is used throughout the county by all county departments, such as welfare workers and public health nurses; by other local social service agencies; by social clubs and individuals. Until our drastic cut in budget June 30, one of our staff was compiling quarterly updates for distribution to agencies and distributing through Interagency Council and preparing for the issuance of a new directory. Prior to receiving State Library monies, we were keying our agency information into the Data Processing Center at Sierra Community College and we still are. The agency information section of the directory is a copy of the resulting printout. Here again, we have been successful in maintaining an up-to-date information bank which has been shared with all agencies involved with providing services.

I feel that the project did realize its goals, but not all objectives were attained. Specifically, as has been alluded to before, we were not successful in reaching large numbers of the Hispanics, although we were successful in developing a solid I&R network for the general populace in the Roseville/Lincoln area. The Hispanic client group has not been significantly changed by our project. The Japanese outreach is the direct opposite, with increased community awareness of the availability of services and the utilization of those services by the elderly Japanese as long as the outreach worker continued to operate on a one-to-one basis. In all areas of outreach, even though we no longer have the budget to continue it, our statistics have not dropped significantly, indicating that we did develop a wider clientele who have continued to use our I&R services.

11. Continued Services: I wish I had a brighter picture to paint in the area of continued services. Since the I&R services were first introduced to the library in 1975, I have pursued the concept that we were entitled to a portion of the Title XX monies coming into the county, since we did supply the then mandated I&R printed resource. The county has been hurting financially ever since Proposition 13 and we never were successful in getting any county financial support other than in-kind. In-kind, of course, is not to be slighted. We could not exist without it. But we need money to pay staff since the major portion of our budget must be concentrated there. I&R is a service oriented service. Last year, we also sought Revenue Sharing, Community Services Block grants, United Way funds and Foundation funding, none of which materialized. We are the only Information and Referral service in the county. Our directories are co-sponsored by Interagency Council. However, none of the agencies involved have the money to support the I&R services.

To answer the question, "what services are continuing, and what are their sources of funding support?", amazingly a number of the services are continuing with our only support being our Older Americans Act grant from Area 4 Agency on Aging. Most of that can be attributed to dedicated staff and volunteers. We no longer can pay a worker at the Senior Center, but that person still acts as an I&R resource person on a volunteer basis and we continue to have a desk and information there. As mentioned before, our Japanese outreach worker continues to make it her responsibility to see that Japanese elderly take advantage of health and social services and the library facilities, again, on a volunteer basis. At the Roseville Library, we have a success story as the library has, this year, included in its budget funds to keep the I&R desk open 20 hours a week. Dedicated I&R workers there made this a reality. Branch libraries have come to realize that attracting older persons into the library by issuing Golden Age Discount cards and having other information available for them, also expands their number of library users. The Bookmobile librarian/driver is one of our strongest supporters and she continues to provide I&R services to persons in remote areas of the county. Our statistics, to date, have not decreased significantly.

The decision regarding dropping some portions of the project and not others was really made for us when we were left with our small budget. It was necessary to preserve what we started with when State Library monies first became available in July 1979. If we can keep alive and well and provide quality I&R services at our main library, we at least are maintaining a portion of what we all worked so hard to achieve. My concern is that, with such thin staffing, with little time for publicity, for outreach, and for the development of the information bank, we will slip from the excellence of our past track record.

12. Sharing information: I do feel that we have had a good publicity plan. Locally, we have used all media to get information to our client group. A number of interested persons have visited our I&R Center and we are always enthusiastic about sharing anything that might be helpful to someone wishing to develop their own I&R services, especially in libraries. I have spoken before a number of groups, locally and regionally. I attended Western Gerontological Conference in Albuquerque last April 1983 at which time I presented an Ideas Exchange on "Information and Referral Services in California Libraries". I contacted libraries throughout the state in order to develop a chart reflecting those services. The response at WGS was excellent as I had interested individuals from all over the United States make inquiries and pick up information I had available there. Upon my return, I still received requests for materials. Someone from the Administration on Aging called and asked for information. October 14, I will be one of the speakers addressing Information and Referral in Public Libraries at the Fall Reference Forum of the Mountain Valley Library System.

I&R services are "good" for libraries. What form they should take depends upon the community. For us, since we are the only I&R provider, it was a natural for us to be direct providers to our clients. I have not assembled a handbook or set of guidelines, but I have materials available to help anyone who has an interest. We do have a long track record in I&R services.

13. Subjective evaluation: I have already touched on the project's successes, but I would emphasize again that, for really effective outreach among the minority groups and especially the non-English speaking, one-to-one outreach is the most effective method. The Japanese outreach represented our most dramatic success. The Hispanic outreach, our failure. But, if I were to do it again, I still would have wanted an I&R desk at the Roseville Library, not aimed at Hispanics but all persons. Actually, I would probably write a similar proposal today if it had as its major goal the reaching of the underserved.

There was an evaluation completed February 1981 of the three MICN projects by Decision Information Services, an independent firm hired by the California State Library and the California Library Services Board. It may be helpful to readers for me to paraphrase a portion of their evaluation of our project. They described the Auburn project as "being aggressively client oriented", "designed to be highly responsive to client groups" and that it "emphasizes outreach to increase information and library use by clients." (I would agree that the evaluation does reflect our philosophy.) They went on to state that "it demonstrates how I&R services can be used to increase the visibility of the library and emphasize the diverse roles it can play in the community." And at the risk of sounding not too humble, I would like to quote verbatim the last paragraph of their evaluation because I feel it relates directly to questions asked in your request for a final summary of our project:

"The Auburn project provides a generic model—one that could be adopted by many county and/or city libraries. The Auburn model emphasizes self-sufficiency—an almost libertarian approach to the delivery of information services. When needs exist, community resources are tapped to develop a program to meet the need, rather than relying on governmental programs. The Auburn project is also the most dynamic of the three—services and activities are molded or created to meet the needs of clients. This approach may not be well suited to large urban areas, where a plethora of publically-funded organizations exists to meet the needs of every problem area and special interest group. It is well suited to less populated regions, and, given our changing economic situation, it may well be the best model for the future."

I would warn other project grant seekers that they must be prepared to work around the clock if they are successful in receiving that grant. One of the biggest frustrations is that, while a grant year may start July 1, it may be weeks later before there is any actual money, and even longer before personnel can be hired to achieve those goals and objectives you "crystal balled" into your proposal. That first year may turn out to be 8 months of real activity. And, if there are no monies to fund a second year, you have succeeded in arousing the expectations of your target group only to dash them to the ground almost before the program is under way! I feel we need some assurance that, if we prove we have an effective program, there will be funding for at least a three year period. Most of us work very hard to try to achieve local financial support. It is not always possible. It is demoralizing for dedicated staff never to know whether or not they will be working next year or next month, particularly I&R workers who, I find, become almost addicted to their jobs.

The required quarterly reports should be simplified. Directors long to spend more time improving the services they provide and less time with paperwork.

BEATRICE C. GRAHAM
Information & Referral Director/Librarian
Auburn-Placer County Library

14.

SIGNATURE OF AUTHORIZED AGENT

INFORMATION & REFERRAL

Berkeley Public Library

BIN Awareness Project

Total project period: July 1, 1983 - June 30, 1984

Project Director: Martha Powers

Berkeley Public Library
2090 Kittredge Street
Berkeley, CA 94707
Tel. (415) 644-6095

Berkeley has a continuing I & R service, BIN (Berkeley Information Network). This project was a public relations effort to make residents more aware of BIN services.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	0	0	17,850	17,850
b. Materials: books and other print formats	0	0	1,000	1,000
c. Materials: audiovisual formats and microforms	0	0	0	0
d. Contract services	3,711	475 *	0	4,186
e. Other operating expenses	7,658	0	3,850	11,508
f. Equipment other than audiovisual	131	0	0	131
g. Equipment: audiovisual	0	0	0	0
h. TOTAL	11,500	475	22,700	34,675

* From Local Funds - "Library Fund"

10. Project accomplishments.

As the project has three distinct parts, each will be discussed separately.

1) PUBLICITY - To Educate the Community About the BERKELEY INFORMATION NETWORK

Although we all feel that the various methods of publicity (Flea Markets & Fairs, Bus Posters and Neighborhood Walks) have had an enormous impact on making the community aware of the BIN, it has been difficult to measure in numbers for two reasons:

Severe staffing problems throughout the entire year have made it almost impossibl for the two branches to keep detailed statistics. Secondly, for four years we have tried to get the telephone company to accurately list the BIN telephone number because it was listed as the general information number for the Library. This meant we received a great many calls on the BIN line that were requests for general information rather than for community information. Right at the height of our publicity campaign, new phone books were published that finally listed the BIN as the community informatio number. So at the very time the publicity was generating a lot of new phone calls, regular calls dropped off dramatically. As a result, the actual number of calls received remained about the same. See attached monthly statistics. (Now, though, almost every call coming in is a request for community information.)

Our major publicity efforts included:

1) an ad in the Co-op News mailed to every household in Berkeley on April 30
2) A table for two full days at the Berkeley Fair May 5-6
3) Posters on 380 Berkeley buses through the month of June
4) Door-hangers delivered to 8,000 households; another 2,000 distributed in other ways, during the month of June

During the months of June and July we did sample surveys of callers, asking where they heard about the service. The huge majority of calls were generated by either the bus posters or the neighborhood walks. Of these calls, the ratio was

(Continued on attached page)

11. Continued services.

1) Publicity - Now that we have professionally produced publicity, we can use it to request funding from private companies for more publicity. We will be taking publicity samples to local companies and asking them to contribute to the project. We have already made a written request to the Friends of the Library for $1000 to produce more Resource Lists, now that their value and popularity has been proven.

2) Training -
We are working with the Networking organization to possibly do a spring workshop on I & R Training. All the materials developed for our workshop will be useful. We now have an ongoing relationship with the UC Library School so that each semester we can request student interns interested in community information.

3) Networking -
Now that the networking organization has been firmly established, I believe it will continue to thrive to the great benefit of all involved. We are talking about doing some joint projects, such as publishing a directory of Holiday food sources, and Resource Lists on other topics, and perhaps workshops on training or computerization.

Use additional pages for any section, as necessary.

60/40; 60% were generated by the neighborhood walks, 40% by the bus posters. From the comments made by many of these callers, most of them had never before heard of the service, were not library users, and were very surprised that the library supplied such information. A few representative questions:

"What's Dial-a-Story? (listed on the door-hanger). I never heard of such a thing. Can I have those numbers?"

"The sewer in front of my house is all messed up. Do you know who I should call?"

An elderly woman living on social security was upset because of a note on her PG&E bill about a new tax and she wanted to know who to call.

A Turkish woman said she had recently married an Amercan and had all kinds of forms to fill out that were very confusing. Was there someone who could help?

A man called saying he had a sofa he wanted to get rid of and did we know of any non-profit organizations that needed furniture.

These were the kind of calls generated by the bus posters and door-hangers, and were exactly what we had hoped for. People were asking us for information on subjects they never before had any idea we could supply.

Other callers surveyed during these two months heard about the BIN through a variety of sources, particularly other organizations (see Networking below). By far, the most effective kind of publicity we did was the neighborhood walks, not only in the numbers of calls generated, but the quality of calls generated and the people (mostly non-library users) we reached. I would highly recommend this to any library providing a community information service. My sense, though, is that people need to be reminded about any kind of service as the memory fades, and it would be wise to repeat the walks after one year.

The bus posters have also been effective in reaching people who don't come in to the library. Although we paid for only one month, they are still on the buses six months later! Many thanks to AC Transit for its community-mindedness. For this reason, I would also recommend this as a very inexpensive way to reach huge numbers of people, and also to serve as that continuous reminder of the service. The more people see it mentioned, the more likely they are to use it down the road when they need it. The bus posters also serve to educate people, whether they live in this community or not, that libraries provide information about their communities.

We printed 2000 extra door-hangers (without the holes) that we hand out in the library; we also still have the wallet-size cards to use. Both have been extremely valuable tools for publicizing the library in-house, and especially whenever we give presentations to other organizations. They are attractive, professional-looking and very effective. The phone stickers are a big hit as well.

We still have extra bus posters to distribute, and when staffing problems settl down will distribute these to local businesses in the branch neighborhoods. The posters, too, are quite attractive and popular, and will also serve as a reminder to the people in the neighborhoods where we delivered the door-hangers.

Another form of publicity that has been very effective has been our Resource L although we had planned to produce ten, we were only able to do three, so far - Emergency Food & Shelters, Transportation, and Legal Resources. Designing the form for the whole series was much more time consuming than we had predicted, but now th we have it,it's easy to use it over and over. These Resource Lists provide valuabl up-to-date information, and also serve as a publicity tool.

Besides being distributed by us, they are being heavily distributed by many lo organizations such as UC Berkeley, the Berkeley Free Clinic, the Senior Centers, Community Women's Center, Veteran's Assistance Center, Berkeley Children's Alliance and many other organizations that we have established a relationship with through our Networking (see below).

The Resource Lists serve as a continuous reminder to the public of our overall service. Their publication also provided us with an opportunity to do a press rele that we sent to approximately 60 local publications. (See attached article publish in City of Berkeley personnel newsletter that goes to all City employees.)

All these various forms of publicity make it a lot easier to do group presentations around the community, and also to fill the many requests we get, from near and far, for information about the project. The overall effect of the various forms of publicit made possible through the grant has been to upgrade the Berkeley Information Network to a whole new level of professionalism and visibility.

2) TRAINING - HIGH QUALITY INFORMATION AND REFERRAL

The training workshop we produced in the fall was fully reported on in the 2d quarterly report. One of the major benefits of it is that we now have training materials put together that makes it alot easier to train new people as they occasionally appear. Another major benefit is that because of the grant we actively pursued a working relationship with the UC Berkeley Library School. Last fall, we had three excellent student interns. One year later, they are all still working on the BIN as volunteers, even though they have very demanding full-time jobs! Their commitment to community service is inspiring, and their contribution to the BIN is immeasurable. Not only do they provide excellent service on the BIN phone, but the are full of ideas and enthusiasm about improving the service, computerizing the BIN, and have also been bery helpful staffing the BIN at flea markets and the Fair.

For the Spring semester we had one more student intern who is a library director in Canada and was here temporarily getting her MLS. Because of her outstanding skills and epxerience in the area of management, she made an enormous contibution to the project. She left us with several lengthy and insightful reports on ways to reorganize the entire project.

3) NETWORKING - To create a strong support network among the local agencies providing information and referral

The goals of this aspect of the project were fully realized and even produced beneficial results we had not predicted. We learned a lot about what it takes to establish a network in this field and how to sustain it. We held monthly meetings from September-June on a great variety of subjects. Thirty-six different organizatio attended the meetings, with an average of 16 people at each meeting.

Most people in this field work in organizations and agencies that are understaffe and underfunded, which makes it difficult for staff to get to meetings. To have one hour meetingsat lunchtime in downtown Berkeley turned out to be an excellent idea as it requires a minimal amount of time and commitment.

We also discovered that there is an enormous turnover among staff in I & R agencies, so that the core group of enthusiastic participants that we started with have almost all moved on to other situations. The result is that the BIN staff is the major source of continuity.

We surveyed everyone on our mailing list and got 23 responses. 100% of the respondents got value out of the meetings and wanted them to continue! Here are a few representative comments:

"I want to congratulate you on a job well done! Even though I have been unable to attend, I have been promoting your group since the beginning."

"As a result of the meetings I have a greater knowledge of groups and the services they offer in our geographic locale. Therefore, I am better able to refer our patrons to the correct agency."

"I am in an extremely opportune position, and the information I receive at these meetings is very valuable to me."

"I believe such a group is necessary for a community like Berkeley where diversity is the norm and information generation and dissemination is an industry."

Because of this enthusiasm, the meetings have continued and the network is expanding.

More people are participating in planning and producing the meetings; the feeling of mutual support is growing; and the information-sharing that comes out of the meetings is very valuable to us all.

One of the greatest benefits of the establishment of this network, and one that we hadn't predicted, is the enormous number of referrals we now get from agencies within the network who had been previously unaware of the exact nature of our service. A good example of this is the great number of calls we get referred from the Chamber of Commerce because a staff number there is very involved in our network. This is a very effective way of reaching many people, because each agency in the network has its own clientele.

It works the other way, as well, as the quality of our referrals has greatly improved now that we are so much more informed about the services provided by all the people in the network.

12. Sharing information.

As the Berkeley Information Network is becoming widely known, we freely share information about it with other librarians, both in California and other parts of the country. Last month we had a visit from a librarian with the TIP project in Detroit with whom I spent several hours describing our whole experience here. We also had a visit from the director of the Thousand Oaks Library who is in the process of setting up a community information project there. She flew up here for the afternoon to learn what she could from our experience. We often get requests for advice or information from other librarians, and enthusiastically share what we've learned, particularly about publicity.
Last month we were asked to lead a workshop about networking for CAIRS (California Alliance of Information and Referral Specialists), and were able to thoroughly share that whole aspect of the project with a number of people from Northern Californi

This kind of sharing is an ongoing process, and we are always happy to share all that we have learned.

13. Subjective evaluation.

I think the Neighborhood Walks, the Fair and Flea Markets, and the Networking were the major sucesses of the project.
If I were to do it again, I would estimate the amount of time everything takes much differently. My advice to other grant seekers is to estimate the time you think it will take and quadruple it. Also consider the enormous amount of time it takes to do the reporting. We also underestimated the budget considerably and were not able to do everything we wanted.
I think the administration by the State Library was excellent, particularly the enormous amount of support from the consultant on the project, Carol Williams Bryant.

Use additional pages for any section, as necessary.

14. Signature Mershe A. Baer

INFORMATION & REFERRAL

Serra Cooperative Library System

Joint Data Base for Information and Referral in San Diego County

Total project period: July 1, 1982 - September 30, 1983

Project Director: Pamela Carlisle

Serra Cooperative Library System
5555 Overland Avenue, Building 15
San Diego, CA 92123
Tel. (619) 278-8090

The I & R files of United Way were merged with those of San Diego County Library and loaded on the library's microfilm catalog for wider distribution throughout the county. Training in I & R work for library staff was conducted by United Way.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	53,666	-0-	27,356	81,022
b. Materials: books and other print formats	25	-0-	2,020	2,045
c. Materials: audiovisual formats and microforms	0	-0-	1,000	1,000
d. Contract services	9,568	-0-	129,296	138,864
e. Other operating expenses	21,741	-0-	2,500	24,241
f. Equipment other than audiovisual	0	-0-	0	0
g. Equipment: audiovisual	0	-0-	0	0
h. TOTAL	85,000	-0-	162,172	247,172

10. PROJECT ACCOMPLISHMENTS

In 1976 the San Diego County Library (SDCL) began to develop what is now the computer-based Community Information Service (CIS) file. The CIS file started with a few index cards which were duplicated at SDCL headquarters for distribution to the branches. Since 1978 the file has been produced in microfiche. It is located at 33 branches, on its two bookmobiles, and at other libraries and information centers throughout the county.

In 1982 the California State Library awarded federal Library Services and Construction Act (LSCA) funds to the Serra Cooperative Library System for this project. The resultant CIS data base includes 2300 program listings from the United Way of San Diego County's Resource Inventory System and 400 clubs and associations from the SDCL file. These listings are combined with the County Library's bibliographic data base to produce an integrated COM (computer output microform) catalog on microfiche. This data base is a combination of books, community agencies and audiovisual materials accessible under Library of Congress subject headings. Patrons using this COM catalog have access to more sources of information on a particular subject than are available in traditional library catalogs. In fact the San Diego County Library is now, to the best of our knowledge, the only library in the United States in which a library patron can find bibliographic, audio-visual and information on community resources interfiled by subject headings in one catalog.

The goal of the project as stated in the proposal was to contribute to the development of a system that would offer more efficient and current Information and Referral (I&R) Service to the people of San Diego, especially the low-income, handicapped, elderly, and non-English-speaking persons. The two objectives of this project were accomplished on schedule. The first objective was to create the joint on-line I&R database that would eliminate duplication of effort in Information and Referral file development and maintenance between United Way and the San Diego County Library. A computer program was developed by the County Library Computer Output Microform (COM) vendor to attach machine readable cataloging (MARC) tags and library-oriented subject headings to the Human Services Classification System format used by United Way.

The second objective was to expand the use of this information by distributing it to other libraries and to United Way, by including it in the County Library's bibliographic Computer Output Microform (COM) catalog and by offering basic training by United Way staff to Library staff in the area of Information and Referral.

The project proposal required a comparison of the use of the CIS file before it was merged with the bibliographic COM catalog and after. In October 1982 branch staff was asked to keep a 30-day record of use of the CIS file for reference questions. In April 1983 the first integrated COM catalog was produced. It was found to be missing a large number of Unted Way listings due to a vendor error in feeding the United Way tape into the computer during the merger of the COM catalog and the CIS data. Therefore, the post-evaluation, originally scheduled to begin in May 1983, had to be postponed until a COM catalog containing the complete CIS database had been distributed to the branches.

In the meantime a new computer system and all new software had to be written because of long-planned changes in United Way's computer facility. This new system will allow a larger degree of latitude in output reports in more sophisticated reporting formats. As a result, Auto-Graphics' personnel had to rewrite the software accepting United Way data and integrating it with the planned COM including bibliographic data and community information service information from the Library. It took the COM vendor, Auto-Graphics, three months to make the necessary changes and corrections to produce the next COM catalog. Due to this delay, an evaluation survey could not be conducted before the end of the project extension period. This evaluation, conducted by SDCL staff and the project director, will be conducted in November after the COM catalog has been in place in the branches for several weeks. It is felt that a familiarity with the integrated COM should be attained in the branches before surveying its use. The project director will analyze the results and submit them to the California State Library in the form of an addendum to this report by 12/30/83.

In the process of accomplishing project objectives the following milestones were attained:

1. Established a Technical Advisory Committee.
2. Encoded data elements with Machine Readable Cataloging (MARC) tagging.
3. Revised and expanded Human Services Classification System (HSCS) from 200 to 213 program categories.
4. Added approximately 450 HSCS categories to San Diego County Library (SDCL) records.
5. Added approximately 250 Library of Congress (LC) subject headings to United Way (UW) records.
6. Developed table of equivalents for 213 HSCS program categories and approximately 450 LC subject headings.
7. Created hundreds of cross-references.
8. Integrated approximately 2300 Community Information Service (CIS) records and UW records with approximately 230,000 SDCL Computer Operated Microfiche (COM).
9. Produced file in microfiche for distribution to approximately 59 libraries, branches and information centers.
10. Conducted ten sessions (4 hours each) of CIS training for 160 library staff members at four locations throughout San Diego County.
11. Established procedure for record coordination between UW and SDCL.

11. CONTINUED SERVICES

SDCL will continue producing a COM Catalog with interfiled community information but may reduce the frequency from three to two catalogs annually due to budgetary considerations related to conversion to an automated circulation system.

In the past SDCL has provided the separate CIS (without bibliographic data) to other Serra libraries and information centers at no cost. They are now considering whether to cease production of the separate CIS or to ask other libraries to share in the cost. Results of the project evaluation will have some influence on the latter decisions.

12. SHARING INFORMATION

This project was publicized regularly within the local library community by Serra and SDCL newsletter articles by the project director's presentations at staff and committee meetings and to the Serra Administrative Council.

The project was informally publicized outside the library by the project director's participation in the monthly meetings of the San Diego County I&R Network, United Way's Resource Center Advisory Committee and as a member of the task force planning the San Diego County Information & Referral Regional system.

Statewide Significance

I attended the California Alliance of Information and Referral Services (C.A.I.R.S.) conference in Fresno where I made valuable contacts with staff of other library-based I&R programs (Fresno County, Auburn-Placer County, Peninsula Library System, and Sacramento's River City Information Center.) In August 1983 I gave a presentation on the project to the California Library Services Board (CLSB) which resulted in a short article in the San Diego Evening Tribune. As a result we have had requests for manuals and information from Yolo County Library System, Sacramento City-County Library, Kern County Library, Black Gold System and Pomona Public Library, and the California State Library for a librarians' training project.

Handbooks

We have produced five manuals covering all aspects of this project which will enable replication by any interested library. Because the manuals cover different aspects of the project, a library can replicate parts of our projects, as desired, even if they do not have a COM catalog.

The manuals produced by the project are:

1. Training Manual -- how to use the Community Information Service as a reference tool.
2. Procedure Manual -- how to develop and maintain a Community Information Service.
3. Operator's Manual -- Technical aspects of data entry using Auto-Graphics' AGILE II System. (This manual contains documentation which can be adapted by any COM vendor.)
4. Authority File Table of Equivalents -- Table of equivalents between Human Service Classification System categories and Library of Congress subject headings.
5. Authority List of Terms -- San Diego County Library reference document on subject headings assigned cross references and scope notes.

Publicity

Publicity in San Diego County media was not done for the following reasons:

1. SDCL staff and project staff did not want to publicize the interfiled COM catalog until a complete, accurate

COM catalog is in place in the branches.

2. Plans to combine CIS publicity with a SDCL publicity campaign were changed when SDCL publicity priorities changed.
3. SDCL did not wish to give high visibility to this project because they felt that it might result in a demand for services that staff could not meet due to shortened hours and fewer staff. It was felt that this demand might create resentment among staff who are now overextended in their duties.

SDCL prefers that the new COM Catalog be promoted within the SDCL organization to help gain acceptance before "going public." This will be accomplished by talks to public service librarians and branch managers in preparation for the evaluation survey.

Bookmarks (made from cut-up, outdated COM catalogs) will be distributed to SDCL branches and other system libraries in the near future. San Diego County Library plans to publicize this project along with other library services as part of an upcoming campaign.

An article on the project was submitted to Auto-Graphics for inclusion in its next newsletter. An article will be submitted to Library Journal on or before December 30, 1983, after the evaluation results are analyzed and compiled.

13. SUBJECTIVE EVALUATION

Hindsight

The one year time frame for this project was most unrealistic. This was not enough time to conduct the complex technological experiment which formed the basis for the project -- the integrated COM catalog. Planners of this project did not realize how much work was involved in up-grading the existing file to get it ready to merge with United Way's data. Several months were spent updating and correcting data which had not been properly maintained due to limited staff in prior years.

There was not enough time built in for trial and error in this project. Training sessions and the evaluation were contigent upon all technology working perfectly the first time around. Also, library staff accustomed to COM catalog problems were more willing to accept these with the idea of having them corrected for the next COM catalog. Project staff, who were facing deadlines of time and money, felt more urgency and despair when duplications, errors and omissions were noted in the first integrated COM catalog.

Project Administration

I feel that this project should have been a SDCL project and not a system-wide project for the following reasons:

1. The SDCL was the main beneficiary of the project.
2. SDCL is responsible for future funding and staff of the Community Information Service.

3. The organization chart, as it appeared on paper, was unrealistic because it required the project director to report to the Serra Administrative Countil (Directors of the 13 System libraries in San Diego and Imperial counties who meet once a month) instead of to the San Diego County Librarian. As it was, I avoided taking policy questions to the Administrative Council because it seemed inappropriate and irrelevant to ask them to vote on policy issues which, for the most part, would impact administratively and fiscally on only one member library. This organization chart was imposed on the System by the State Library and did not allow for the flexibility that was needed.
If the project had been less technical and more oriented to publicity or outreach related to a finished project, there would be no problem in it being a system project.

SDCL staff had definite and strong preferences about what it did and did not want done during this project. The project director did not, for all practical purposes, have the autonomy portrayed on the table of organization nor in directives to LSCA project directors. At one point in the project staff's preference for having one file of data with United Way was met with resistance and concern because of political considerations which staff did not fully appreciate. It is difficult for new and temporary project staff to quickly absorb the political climate of an organization -- its needs, its problems and the battles it has fought. In a one-year project, by the time these things are learned, the project is over.

Because the delays and major problems on this project related to our dealing with the COM vendor, Auto-Graphics, Inc., this is the area which I feel could have been handled better. Although the SDCL was a long-time customer of Auto-Graphics and familiar with its staff, I would not again leave with them the burden or responsibility to negotiate on our behalf when the work was unsatisfactory. I am not sure that a contract with Auto-Graphics would have carried much weight because their main customer is SDCL and work on our project was inextricably tied to the SDCL COM catalog (Auto-Graphics reminded us several times that they were not making any money on this project). Auto-Graphics staff, to this day, does not understand that our work on the Community Information Service file was a separately-funded, time-limited project. The problems experienced with them lead me to conclude that I should have established this project as a separate, distinct entity in its corporate mind.

I have received excellent cooperation and assistance from the State Library. Answers to questions and other assistance have been promptly and professionally provided. I do feel, however, that the deadline for applying for second year LSCA funding was too early in the project for us to have any idea of the future complications and what we needed to do in a second year. A second year, or part of one, would have provided more time to assess the integrated COM Catalog, the maintenance of the split file, the staff and patrons' reactions, provide refresher training to staff and accomplish the necessary adjustments and refinements which will be needed as a result of the evaluation survey. In addition, a second year would have enabled us to do publicity at the appropriate time.

Project Successes

Not all the successes of this project will be immediately apparent. Some of the benefits can never be measured because they will take place in the minds of the library patrons who, while using the COM catalog to locate books, will unexpectedly find the agency, club or community organization which will have the solution to their problems, the services to meet their needs, and the activities to satisfy their leisure time interests. Among the more obvious successes of this project I would include the following:

- Adaptation of MARC Format for Community Service Data

  This project has proven that MARC format can be successfully used for community service data using Library of Congress subject headings. Also that these types of records can be interfiled into a COM catalog without interfering with the sorting or displaying of bibliographic records. More refinements to this system are needed but we have established the feasibility of this application of the MARC record.

- Increased Staff Awareness

  During the 15 months of this project, project staff and permanent library staff participated in planning meetings, information meetings, and training with other I&R providers in the community. These activities increased the visibility of the library as a service provider and exposed staff to politics, issues and problems of information management and service delivery outside the library from which the library staff is usually isolated.

In addition I feel the project focused attention on the importance and the need for an accurate up-to-date CIS file and the importance and legitimacy of meeting the library patron's need for this information. The comprehensive training sessions conducted for 160 library staff members both professional and para-professional, were evaluated separately. From these evaluations and discussions during the training, project staff and training participants gained useful insights about the role of information and referral in libraries.

Through this training staff was made aware of what constitutes information and referral services in general, what their responsibilities as library staff are, and at what point a patron should be referred to an information and referral service outside the library or a crisis intervention center.

Some library staff remain unconvinced that information and referral, even as defined by the project (no cmplex referral or follow-up), is a legitimate library service. There was concern about invading the patron's privacy and the belief that they were being asked to function as social workers. This project occurred at a time of staff and budget cuts which resulted in shortened hours and overextended staff. The increased presence in the library of homeless, sometimes unwashed, persons seeking shelter in the library or actually living in cars in the library parking lot is a phenomenon which evoked feelings of compassion, distress and helplessness. Some staff saw the CIS training itself as an additional burden and as being asked to provide increased service at a time when they are having difficulty meeting existing demands for service.

- Improved Relationship Between United Way and SDCL

  Prior to this project there existed the usual turf problems around the issue of ownership of the information and the methods by each organization which maintains and delivers information. Because the first objective of this project was to reduce duplication by forming a joint data base with United Way, it was necessary for staff to work closely with United Way. We were in contact on an almost daily basis with the Director of the Resource Center. We also served on each other's advisory committees . The staff of GuideLine, United Way's Information and Referral service, conducted a major portion of the project staff training.

  United Way made significant in-kind contributions to the project in the form of print-outs, data entry and staff time. All deadlines were met on schedule. And, at a time when the COM vendor, Auto-Graphics, could not guarantee completion of an essential computer program, United Way was able to write this program within the time allotted.

A close relationship developed (aided by the physical proximity of the two offices). The result was a better understanding and appreciation of each other's work and a desire to join forces to coordinate service delivery to library patrons and other users of the data base by making the best use of existing resources. I can say, unequivocally, that this project could not have succeeded without the generosity, good will and professionalism of the United Way staff.

Recommendations

1. Staff assigned to the Community Information Service should be increased to one FTE. A librarian should be assigned half-time, to assign subject headings, promote the file within the library, conduct training and participate in the I&R network, UW's Resource Center Advisory Committee, Regional I&R System planning meetings, C.A.I.R.S. and other meetings as appropriate.

2. The person assigned to attend these meetings should be in a position of enough authority to be able to represent the library on policy issues.

3. A letter of agreement between the SDCL and UW should be signed to insure that both organizations make a formal commitment to work together on the maintenance and further development of the joint data base.

4. The library should regularly collect statistics on users of the file and the type of questions asked. This will enhance the credibility of the library in the I&R field, and perhaps enable its participation in the proposed Regional Information and Referral System.

5. The library should work towards having one file with United Way rather than a split file, the first step of which should be on-line access to UW's Resource Inventory System via the Libris terminal. One file would eliminate the problem of duplicate entries. It would also enable the library to sort and select data within the total capabilities of the Resource Inventory System and to benefit from further development of the system which may be undertaken by UW and the San Diego County Department of Social Services.

6. A vigorous publicity campaign should be undertaken. Outreach workers should be used to promote the CIS along with other library services by speaking to community groups at senior centers, residential centers, clubs, recreation centers, church groups, etc.

INSTITUTIONAL SERVICES

California Department of Corrections
Sierra Conservation Center

Service to Elderly and Visually Handicapped

Total project period: July 1, 1981 - August 31, 1983

Project Director: Dennis Ward

Sierra Conservation Center
P.O. Box 497
Jamestown, CA 95327
Tel. (209) 984-5291

Working with the 49-99 Cooperative Library System, this project intended to use volunteer CDC inmates to record books for the blind. Internal reorganization of the institution caused dislocation of some project objectives.

Project approved budget, final year only:

Salaries & benefits	$1,564
Library materials	3,831
Operating expense	-0-
Equipment	5,100
Total	$10,495

California State Library
Library Services and Construction Act
FINAL SUMMARY REPORT

Grant Award ID # 40-0327

Grantee: Sierra Conservation Center

Project Title: Service to Elderly and Visually Handicapped

This project succeeded on one of its two original objectives, although it did not proceed as originally envisioned in the grant proposal. The grant to Sierra, as part of the 49-99 Cooperative Library System's Senior Outreach Project, was to provide equipment and inmate staff to record library materials for 49-99 patrons who could not use conventional print media. A library of these "talking books" would be created at Sierra for interlibrary borrowing, with a catalog of holdings updated and distributed quarterly to 49-99/CAL member libraries.

Even more ambitious was the second objective, the creation of original tapes on "survival skills" recorded by and for inmates. These materials, on such basic topics as applying for a driver's license, opening a bank account, or applying for welfare or unemployment benefits, would be made available to state prison and Youth Authority libraries for use by the large numbers of illiterate, semi-literate and limited English-speaking inmates. They were also to be available to 49-99/CAL libraries who wished to offer them to their patrons with vision or literacy problems.

Unfortunately, the project, originally funded for the 1981/82 fiscal year, coincided with a period of great turmoil for the Department of Corrections generally and Sierra Conservation Center in particular. In 1980 when this grant application was drafted, the inmate population at Sierra was between 1100 and 1200 men. Now, as the grant concludes, that population has increased by nearly fifty per cent to over 1700 inmates, in a facility whose design capacity is 1250. During the same period, SCC's network of forestry camps expanded from 14 to 22 statewide, before dividing last year into a northern system of eight camps and a southern system of fourteen camps, administered by Sierra.

This tremendous surge in population, not only at Sierra, but throughout the prison system, made implementation of the grant extremely difficult, because overcrowding in the institutions forced the transfer of more and more inmates into the camp system. As a result, most inmates were processing through Sierra in under six months, and not enough remained here long enough to train as readers in the Blind Project.

As nothing could be done to stabilize the population here, it seemed that the project faced abandonment. Then an arrangement was reached in April 1982 to salvage at least the first project objective by contracting with the Volunteers of Vacaville recording project at the California Medical Facility to provide talking books to visually handicapped library patrons in the 49-99 Library System.

A total of six inmate reader positions were added at CMF with the grant funds. Utilizing the resources at Volunteers of Vacaville proved much more cost effective than the original proposal, as expensive equipment purchases did not need to be made, thus saving about half the projected budget. During the grant extension, 1982/83, some 277 new talking books were recorded by the additional inmate readers funded by the project at a total cost of $3901.00 or approximately $14.00 per title.

Large-print catalogs of the new books were published beginning in January 1983 and have been updated quarterly. Multiple copies of these catalogs, along with the Volunteers of Vacaville current tape catalog, were furnished to all 49-99 public libraries and to those members of the Central Association of Libraries (CAL) who wished them. Copies were also made available to Janet Kase, 49-99 Senior Outreach Coordinator, for distribution in her presentations at hospitals and nursing homes.

The Volunteers furnished me with a 35mm slide program explaining their operation which I used in publicizing the project by presentations to area service clubs, principally the Lions, Kiwanis and Rotary. Janet Kase also promoted the project in her talks to Volunteer and senior organizations and in her workshops to train library volunteers for senior outreach. I met with the staffs at the participating public libraries (Amador, Calaveras and Tuolumne counties) shortly after the agreement was reached with Vacaville to explain the talking books program and to distribute copies of the Volunteers tape catalog. I met again with the staffs during December 1982-January 1983 to review the progress of the project and to determine if any questions or problems had developed in handling requests for recorded books. I particularly stressed that the materials could only be furnished to patrons with visual or physical handicaps that prevented their using conventional print media.

The project was also publicized in public-service radio announcements furnished to area radio stations, including KNGT in Jackson; KVML/KROG-FM, Sonora; KJOY, KWIN and KWGF, Stockton; KCEY and K102-FM in Modesto, and KMYT-FM, Merced. In addition, KCRA-TV, Channel 3 in Sacramento, featured the Volunteers of Vacaville project on their May 13, 1983 *Weeknight* show.

One of the most difficult aspects of this project was trying to keep track of the number of patrons in the 49-99 area that were actually taking advantage of the program. This was because once people became acquainted with the talking book service, it was generally more convenient for them to order the materials themselves directly through the mail rather than go through a library or other agency. Some thirty-two patrons were identified as users of the program in this area, which means it reached roughly twenty per cent of the 150 blind persons estimated by the State Library to reside in the tri-county project area. This was the number of responses we received to the user survey conducted in June 1983 (copy attached). As can be seen in examining the tabulation of survey results, only those patrons who were confined in hospitals or nursing homes did not request their materials direct from Vacaville after their initial orders. By and large, users were satisfied with the quality of the tapes, although this did tend to be somewhat uneven due to turnover in inmate personnel.

In summary, although the project did not reach as large a segment of the target population as might have been hoped, it did achieve qualified success in its major objective. Further, although no funding by the Department of Corrections is forthcoming to continue the inmate reader pay numbers created by the grant, nevertheless the prospects for continuing the Vacaville Blind Project at its present level of staffing are excellent due to the implementation within the Department of an inmate work incentive program. Under this plan, inmates with full-time job assignments are "paid" with increased time credits earned against their sentences-- up to a six-month reduction in sentence for each six months worked. Lt. Don Custard, the coordinator for the Vacaville Blind Project, has indicated that since the expiration of the LSCA grant at the end of June, all but one of the reader jobs continue to be filled.

This project maintained a high level of cooperation between the Sierra Conservation Center and 49-99. In addition to the tape catalogs, the project also produced a System union catalog of large-print books, compiled by 49-99 and printed at the SCC print shop. This was written up in the July 1983 State Library Newsletter. In addition, through the efforts of Janet Kase of 49-99, permission was obtained to make copies of Japanese talking books recorded by Nippon Lighthouse for the Blind in Osaka, Japan. These will be an important and unique resource in the 49-99 area, which has such a substantial Oriental minority.

The fiscal arrangement for this grant is worthy of special mention. It is unique in my experience to have a local government acting as fiscal agent for a unit of the State Department of Corrections, and despite my initial misgivings over the feasibility of having the City of Stockton act in this capacity for SCC on this project, I must admit it proved to be a decided advantage over the other LSCA grants awarded here. Despite some delays and initial confusion in compiling the financial expenditure reports, in general, the disbursal of funds proceeded far more smoothly, and with less "red tape" than on the grants we received that were administered through the Department of Corrections grants management office.

The second part of the grant was unrealistically constructed in that no funding component was requested to offset what proved to be substantial additional staffing needs. The demise of the three Community Resource Information Centers at San Quentin, Tehachapi, and Corona, which were to have compiled the survival skills materials to be recorded, as well as the problems posed by the population crisis within the institutions described earlier, made achievement of the second objective impossible without additional staff and the proposal made no budgetary provision for this contingency. This objective may prove feasible at another institution which has a more stable, long-term inmate population. It was a mistake trying to accomplish it here without any provision for additional staffing.

Dennis F. Ward

Dennis F. Ward
Senior Librarian

(209) 984-5291 ext. 4304

LOCAL INSTITUTION

Stanislaus County Free Library

Library Services to Juvenile Hall

Total project period: July 1, 1982 - August 31, 1983

Project Director: Mary Moore

Stanislaus County Free Library
1500 I Street
Modesto, CA 95354
Tel. (209) 571-6853

Cooperation was developed among Modesto City Schools, community organizations concerned with youth, Juvenile Hall and the county library to provide sustained support for a library program in Juvenile Hall.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$34,518.52	-	$13,034.00	-
b. Materials: books and other print formats	11,943.25	1,200.00	50.00	-
c. Materials: audiovisual formats and microforms	-	-	-	-
d. Contract services	840.56	-	-	-
e. Other operating expenses	771.31	-	340.00	-
f. Equipment other than audiovisual	369.72	-	-	-
g. Equipment: audiovisual	1,636.67	-	-	-
h. TOTAL	$50,080.03			

10. Project accomplishments.

The LSCA Project, "Library Services to Juvenile Hall," met both of its stated objectives during its fourteen-month time span. The first objective, which was to develop a cohesive, coordinated library program for minors at the Juvenile Hall, was accomplished by establishing permanent libraries in each of the three living units at the Hall and by expanding library services. The expansion included magazines, video-cassette movies, programs, and also provided reference, career, health and sex education materials.

The second objective was to improve communication and cooperation among the Stanislaus County Free Library, the Modesto City Schools, and the Stanislaus County Juvenile Hall. This second objective was the basic premise for the entire Project. Without communication and cooperation on a continuing basis both during and after the Project, the Project would be considered less than successful. Project Director, Mary Moore, spent many hours with all three agencies, requesting input from line staffs, as well as administrations, and then funneling results of discussions and information back to the appropriate persons.

Surveys taken at the start of the Project of both the Juvenile Hall staff and the minors indicated the minors wanted more books on prisons, cars, comics, rock and roll music, and other subjects in which all teenagers are interested. Titles in these categories and many other titles of interest to young adults were purchased.

(continued page 2a)

11. Continued services.

The Young Adult Librarians of Stanislaus County Free Library will be continuing library service to Juvenile Hall every Thursday. They will also assume responsibility for materials selection. The funding for these materials will come from the County Library. The Library applied for and received an increase in its Juvenile Hall Budget for 1983/84. The Juvenile Hall also requested $425 in its budget to pay for magazine subscriptions, but this item was deleted from the Hall's budget in a final series of cuts. The subscriptions for the minors were renewed, however, using grant monies. Most of these titles were renewed for two years. The Juvenile Hall administration will again ask for the money for magazines in its 1984/85 budget.

The County Library will continue to supply video-cassette movies from its general collection to the Juvenile Hall using the same schedule as before.

The Hall staff will need to oversee most of the programming. They plan to utilize the resources that the Project Director researched and compiled. The Modesto City Schools Work Experience Coordinator will also continue to provide speakers for programs

(continued page 2a)

Use additional pages for any section, as necessary.

10. Project accomplishments (continued)

Magazines recommended by minors and staff at the Hall were added. Both the Hall staff and the young adults requested that librarians visit more often than once a week. The Library responded by offering full library services twice a week and making an additional visit once a week to fill specific requests. The Juvenile Hall staff registered an appeal for more books and more programs. The Project was able to give them both.

The statistics appended to this report indicate some highly measurable results of the Project. The creation of small libraries in the living units, coupled with many hours of working with the young adults and the Hall staff, resulted in a Hall staff trained to offer limited types of library services. This intensive attention also resulted in minors who began to comprehend both the multiple services offered by libraries and how to use a library.

An important by-product of open communication - extended cooperation - led to the establishment of an informal interlibrary loan system between the County Library and the Modesto City Schools that is continuing to operate even though the Project is over.

The Project Director introduced a local optometrist who has an interest in vision disorders as they relate to juvenile delinquency to the Head of the Probation Department and the Superintendent of the Hall. The optometrist and the Hall are currently working to initiate a small vision screening program for the minors similar to the one at the San Bernardino County Juvenile Hall.

While these accomplishments do not appear glamorous, nor high-powered, anyone who has attempted to coordinate and communicate with three varied agencies, set up three small, self-contained libraries, and deal with a "closed," security-conscious institution will know small steps are really big steps.

11. Continued services (continued)

on job-related topics. The Young Adult Librarians will arrange one or two programs a year, most likely in the summer. Services beyond this are contingent upon the amount of time the Young Adult Librarians can be freed from other duties to spend on Juvenile Hall. An Institutions Librarian will again be requested by the Library as a budget consideration in Fiscal Year 1984/85. An Institutions Librarian may make it possible to return to the twice-a-week library service to Juvenile Hall.

12. Sharing information.

The people of Stanislaus County were initially notified of the LSCA Grant by a letter to the editor of the Modesto Bee from the County Librarian. A comprehensive article on the grant and the library service at Juvenile Hall was published in the Bee a few months into the Project. Recently, with the grant's end, the Bee ran a story on the Project and its success.

Publicity to the community as a whole can sometimes be an awkward problem. Some people quickly understand the advantages of helping "problem" minors to grow and to learn to cope. Other people hold the attitude that a project such as this is "wasting tax money on unworthy children."

Short news items appeared in the Modesto City Schools' Newsletter, in the local American Association of University Women's Newsletter, and in the Kiosk, the County Library's in-house newsletter.

A news release is currently being sent to local and national professional journals. A brief article on the Project's success is being prepared for the California Correctional News, a publication of the California Probation, Parole and Correctional Association.

(continued page 3a)

13. Subjective evaluation.

The official evaluation of this Project, along with the evaluations of the line Juvenile Hall staff and the young adults themselves, is attached to this report. The evaluations are very positive, if not glowing, and should speak for themselves. The following subjective evaluation is a composite of the thoughts of the Project Director, Mary Moore, and the Training Officer for Juvenile Hall, Margo Stott. Ms. Stott served as the major contact coordinator for all Library/Hall activities.

It was deemed that "cooperation" was the largest success of the Project. Without cooperation, nothing would really have been accomplished. Staff at the Juvenile Hall put aside some doubts about outside "intrusion" and "goodies" being offered to the minors and supported the program. The Juvenile Hall teachers, who are employed by the Modesto City Schools, displayed a positive attitude toward the Project and encouraged the minors to make use of their resources.

From the first contact ten years ago with the Juvenile Hall Administration, the County Library has moved slowly, but surely, into

(continued page 3a)

Use additional pages for any section, as necessary.

14. Signature Mary L. Moore

12. Sharing information (continued)

The Project Director spoke to the Stanislaus County Juvenile Justice Commission and plans are being made to address a 49-99 Regional Library System's meeting. Tentative plans are also underway for the Project Director to speak at an American Library Association Conference and/or a California Library Association Conference.

13. Subjective evaluation (continued)

the routine of the Hall, and thus, into the lives of the young adults there. From a Juvenile Hall perspective, this pre-grant contact was essential. The Hall staff needed to feel the County Library could be trusted - trusted to respect the security needs of the institution, trusted to communicate, trusted to carry through, and trusted that if the Library believed a new service would be an asset, it would be an asset. The Stanislaus County Juvenile Hall might have had some doubts about the Project, but based on the County Library's "track record," they could afford a chance. Any public library seeking to serve a penal institution has to hope that the administration of the institution will give them a chance to prove their ability to provide new services and enhance ongoing programs.

From the Library perspective, the Project was also a success because "library" became a large part of the young adults' lives at the Hall. Participation by the minors was high - at least ninety percent of those in the Hall checked out books twice a week. The number of requests jumped. It became an "in thing" to ask for help in finding materials. Rapport between the librarians and the young adults improved as the librarians became familiar faces. For the librarians, the "thank you's" for bringing in books, movies, magazines, and programs were great incentives to do more.

The Juvenile Hall administration also believed the advent of library services brought "calmer and better behaved children." They voiced belief that the Project taught the minors constructive use of time, provided something positive, and allowed the minors a one-on-one contact with an adult who was "neutral" as far as determining their future, and yet, who served as a good role model.

And what advice should be offered to anyone wishing to start library service in their local institution? Before one even approaches an institution's administration, goals and valid reasons for service to their "clients" should be ascertained and enumerated. Let the administration know that the security of the facility is an important aspect and that all rules will be observed. A good selling job is mandatory. A good "track record" with other institutions and/or other projects will help and should be advertised. Once in the facility, be certain routine times and routine patterns of operating are set and adhere to them. Begin slowly. Institutions and people are hesitant about changes in routines. Spend lots of time communicatin not just with administration, but with line staff, too. Involve as many people as possible. Do not be discouraged if it takes time to accomplish things. Most progress will seem small!

One year hardly seems time for all the basic elements of some projects to become operational. Stanislaus County Library was fortunate. Much of the ground work was done in advance since the assigned Project Director was already serving the Juvenile Hall as a Young Adult Librarian and was familiar with routines and with both staffs. Though it is not always possible, in this instance, the County Librarian transferred the Young Adult Librarian to Project Director and allocated the federal funds to pay for a temporary Young Adult Librarian. Many projects would, of course, have a better chance at success if the Project Director were an "insider."

The State Library, in the form of consultant Marjorie LeDonne, was very helpful. The idea of a consultant knowledgeable in the field of the project and assigned to each project is an excellent idea. The initial meeting of all LSCA grant recipients at the State Library to converse with State Library personnel is vital and needs to be a mandated part of the process.

The most important part of the grant as far as the Library staff is concerned is that this project made it possible to give the young adults in the Hall just the book or the magazine they wanted and to expand the minor's horizons. That alone gave us great joy.

21 Returns

FINAL EVALUATION OF LSCA PROJECT

BY

JUVENILE HALL STAFF

Please check no more than two (2) answers on any one question.

1. What did you find the most useful about the Project?

☐ Full-time librarian (15)
☐ New books (8)
☐ Video-cassette movies (13)
☐ Programs (5)
☐ Other magazines (1)

2. How did you feel most involved with the Project?

☐ Choosing video cassettes (9)
☐ Choosing the programs (3)
☐ Participating in the programs (7)
☐ Requesting books (6)
☐ Selecting magazines (7)
☐ Helping minors get books (2)
☐ Became more aware of public library services (reference, video movies, etc.) (10)
☐ Other all of the above (1)

3. What impact do you feel the Project had on the minors?

☐ They are more aware of library services. (15)
☐ They're behavior is better, calmer (2)
☐ They feel more involved with the activities at the Hall (9)
☐ They read more (16)
☐ No impact
☐ Comments ______________________________

4. What impact did the Project have on your working situation?

☐ Enhanced existing Juvenile Hall program (18)
☐ Created more work (2)
☐ Made the job more stimulating (11)
☐ Interferred with work routine (4)
☐ None (1)
☐ Comments Need more projects for minors.

5. What is your overall evaluation of the Project?

Excellent	Good	Average	Below Average	Poor
52% 11	43% 9	5% 1		

6. Recommendations/Concerns/Remarks ______________________________

____

EVALUATION

70 Returns

By

Juvenile Hall Minors

1. Have you been in the Hall during any of these time periods? If so, please check which ones.

☐ June, 1982 - July, 1983 70 (100%)
☐ February, 1978 - June, 1982 29 (41%)
☐ Before February, 1978 (old Juvenile Hall) 6 (9%)

2. Is this your first time in Juvenile Hall?

☐ Yes 12 (18%)
☐ No 57 (82%)

3. If you were in Juvenile Hall any time before June, 1982 and had library service, then how would you rate library service now?

☐ Better than before 27 (93%)
☐ Same as before 1 (3%)
☐ Not as good as before 1 (3%)

4. Have the librarians helped you in any way?

☐ Brought in special request books for me 59 (85%)
☐ Helped me find books 56 (80%)
☐ Brought in special programs (aerobics, rock bands, etc.) 53 (76%)
☐ Made my stay in the Hall easier 51 (73%)
☐ Haven't done anything for me
☐ Other ______________________________

5. A federal grant has allowed the County Library to buy books, magazines, and video cassette recorders for the Hall. This money has also paid for a full-time librarian. Has this had any impact on you?

☐ I know more about what libraries can do for me. 45 (65%)
☐ I got to read a lot of good books. 57 (81%)
☐ I watched some good movies from the library. 55 (79%)
☐ Gave me something to do. 59 (85%)
☐ Other ______________________________

6. Do you think having a library in the Hall makes it easier for you to go to a public library when you are on the "outs"?

☐ Yes ☐ No
61 (91%) 6 (9%)

7. How would you rate library service now?

Excellent	Good	Average	Below Average	Poor
51 (73%)	18 (26%)	1 (1%)		

STATISTICS

	Pre-Grant (7/81 - 6/82)	Grant (7/82 - 6/83)
Average Daily Population At Juvenile Hall	80.74	75.87
Average Circulation Per Month	1,002	1,428
Average Requests Per Month	153	262
Average Number Of Visits By Librarian Per Month	4	8
Average Number Of Books Lost Per Quarter	47.75	39.30
Loss Rate (Expressed In % Of Circulation) Per Quarter	1.37	.82
Discards Per Month	30	32
Programs	-0-	23
Magazines (Titles)	-0-	19
Movies	-0-	56

FINAL EVALUATION

General Statement

Overall, the LSCA School/Public Library Juvenile Hall Service Project administered by the Stanislaus County Public Library appears to be a resounding success. Substantial progress in achievement of the project goals was evident between the first evaluation visit and the second. The increase, quality and condition of the materials plus the lively, professional library staff/juvenile inmate inter-action are the key factors in the successful implementation of the Project.

The interaction between library staff, detainees and counselors is positive and friendly. There is a real sense of mutual respect and cooperation. Materials selected for and offered to the youngsters are interesting and appropriate and an effort is made to challenge and engage readers on every level.

A more detailed evaluation of major project areas follows:

1). Collection and Circulation. The major focus of the Project is the materials collection and the method(s) of circulating this collection. In these areas, Project staff have demonstrated outstanding success on a continuing basis. The sizable on-site collection (over 600 books) focuses on high interest and recreational reading as revealed through surveys and direct reader advisory contacts with the young patrons. Circulation statistics and visual observation of the program indicate a high, continuing use of the collection. Discards are primarily due to high use of material. Book loss is kept to a remarkable one to two percent range—well below public library loss rates.

Organization of the collection by high interest areas is a further reason for the continuing high circulation rate. The Project has established, by all standard indications, an exceptional recreational reading library program.

The school teachers, under the supervision of the Continuation schools, express positive feelings about the library. They encourage the youngsters to pursue recreational reading and they have good rapport with the library staff. The library project has provided teachers and youngsters access to encyclopedias, atlases and other basic research materials.

However, the teachers have not made use of the VCR or of special programs, despite the concerted efforts of the library staff.

An excellent innovation by the Project personnel has been an annotated bibliography for the youngsters in a notebook format by subject areas of interest, ie. horror stories, fantasy, adventure, romance, etc. While all the books mentioned are not always in each site they are available within the total collection. (Such a notebook for videotapes might help the librarians plan programs for the youngsters with input from the counselors and detainees.)

Project personnel and Juvenile Hall administration have agreed on a materials selection policy. This, in itself, is a major achievement. The policy seems realistic and workable. Very few areas are considered off-limits.

2). Equipment and Physical Layout. Many improvements in equipment and layout were observed on our second visit. A book cart that can be wheeled from one area to another is now in use—obviating the need to carry cumbersome boxes. Hardwood book return boxes encourage the reader to help keep materials in circulation. Magazine racks have been installed in two units. Laminated magazine covers keep the magazines new-looking and inviting to the reader. Colorful bulletin boards help brighten the in-door recreation areas and keep the youngsters up-to-date on recent happenings. The probation staff has moved comfortable couches into the library area making it more inviting to the youngsters.

The librarians have made an effort to plan interesting programs with the VCR which seems to be in frequent use by the probation staff for the youngsters. Perhaps a list of available video tapes could be offered a week in advance to counselors and detainees so they could help make choices.

Adequate display of pamphlets still remains something of a problem for the

Project due to Juvenile Hall Staff's negative feelings about security problems with display racks. Perhaps a solution to this situation would be to set up three-ring notebooks labeled for the major subject areas of the pamphlets and to place pamphlets in pockets on each page. Young inmates could review notebooks on areas that interested them and select any pamphlets they would like to keep. Each unit could have its own set of notebooks stored with the book collection.

3). Programs. During the second half of the Project Year, Project staff have helped set up a number of programs for juvenile hall inmates. The programs on securing a job and holding it, calligraphy, hairstyling, etc., have been good "grandstand" programs to attract the interest, attention and support of staff and inmates to the Project as a whole. Hopefully at the end of the Project, juvenile hall staff will take over coordination of the programs, with the library acting as an advisor. If work schedules permit, the library might try to sponsor one or two programs a year that are closely related to library services, e.g. bringing in a favorite author, fantasy art program, etc.

4). Public Relations. During the Project year, Mary Moore has continuously been aware of the public relations aspects of the Project. Her "person to person" rapport and communication with all groups involved in the implementation of the Project have been outstanding. Several articles have appeared locally and she has a working draft on an article, intended for national library and correction audiences in a nearly publishable state.

Ms. Moore should pursue the possibility of making presentations on her outstanding project to CLA and ALA. Also production of a basic "how to" pamphlet on setting up services to offenders housed in local juvenile halls, with distribution made through ALA's ASCLA, would provide an enduring national professionally useful guide that would have a long term value to providers of library services everywhere.

In summary, the LSCA School/Public Library/Juvenile Hall Service Project has successfully implemented its goal of providing enhanced library services to Juvenile Hall by cooperation among the Hall, city schools and the public library. Ongoing working relationships have been set up among the involved parties. A full level of library service is being provided to Juvenile Hall. Recommendations include:

1). Continuing the quest for equipment that better displays the materials available;

2). Continuing some type of formal liason with the groups (Public Library, Juvenile Hall, City Schools) after the Project is completed.

The success of this program can be measured by more than increased circulation statistics - although these figures are impressive in themselves. There is a feeling of excitement one picks up from the youngsters when they see the library people arrive. It is clear that these are adults who serve as warm, accessible role-models; adults who value ideas, information and imagination as well as valuing youngsters. Juvenile Halls are often lacking in such support personnel. This project shows that young people who do not often read books on the outside become avid readers when suitable materials are made available to them and time hangs heavy on their hands - two conditions that are amply met by Juvenile Hall. It is fortunate that the personnel chosen to implement this project are totally committed to provide the very best available materials to these youngsters in a most caring and concerned manner.

NETWORK PLANNING

Bay Area Library and Information System (BALIS)

BALIS Multitype Library Cooperation

Total project period: July 1, 1982 - June 30, 1983

Project Director: Rose Towns

Bay Area Library and Information System
125 14th Street
Oakland, CA 94612
Tel. (415) 839-6001

The project established BALIN (Bay Area Library Information Network) for resource sharing, staff training and interlibrary cooperation among libraries of all types in Alameda, Contra Costa and San Francisco counties.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	26,746.00		2,247.00	28,993.00
b. Materials: books and other print formats				
c. Materials: audiovisual formats and microforms				
d. Contract services	27,529.00			27,529.00
e. Other operating expenses	2,725.00		1,396.00	4,121.00
f. Equipment other than audiovisual			440.00	440.00
g. Equipment: audiovisual				
h. TOTAL	57,000.00		4,083.00	61,083.00

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10. Project accomplishments.

A. Services begun, or improved

1. During the year we offered reference services to project participants, gave orientations to the staff and integrated the non-public libraries into the BALIS Reference Center operation. This successful operation will continue under the umbrella of the larger network.

2. Delivery services were started to 18 additional non-public libraries while continuing service to C.S.U. Hayward and U.C. Berkeley. Delivery ceased as of June 30th to all of the newly added libraries with the exception of Alameda County Law Library. This one library was not dependent upon the BALIS truck, but made use of an internal Alameda County delivery called QIC Code. The BALIS System Coordinator is currently investigating ways to continue delivery at less cost.

3. Interlibrary loan services between non-public libraries was improved through the publication of the Directory of Libraries in Alameda and Contra Costa Counties. This directory included information on the lending policies of 102 libraries along with information on the size of collection, subject specialties and public access policies. Interlibrary loan was also improved through the forum provided by the network. A meeting of all interested staff was held in the fall of 1982.

4. A staff development program was begun with member libraries taking responsibility for the planning. This program of workshops and tours was one of the most successful parts of the project and is to be continued under the network structure.

B. Measures, Evaluation, Evidence

To measure the uses of particular programs, we collected statistics which are attached as follows:

Reference.	Reference statistics show the use of the Reference Center by academic and special libraries. See Appendix IIa.
Interlibrary loan.	Interlibrary loan figures were received from a volunteer group of libraries. See Appendix IIb.
Delivery.	Driver figures show the number of items delivered and the number picked up from individual libraries. These figures show a wide discrepancy between interlibrary loans and items received. Some of this would be accounted for by ongoing communications from the project, but I believe that most of the items were returned books. See Appendix IIc.

User surveys are included as another measure. See Appendix IIIa for the reference user survey and Appendix IIIb for the delivery user survey.

Evidence of the project can be found in the continuing network, BALIN, in the publication of the Directory of Libraries in Alameda and Contra Costa Counties, and in an up-to-date mailing list of the non-public libraries in this area.

Use additional pages for any section, as necessary.

11. Continued services.

Project services will continue under the Bay Area Library and Information Network, an organization designed for that purpose. Membership will be offered to all of the non-public libraries in the BALIS service area. A basic fee of $40.00 has been established which will include a subscription to the BALIS Newsletter and representation in the governing structure.

BALIN will continue the Reference and Staff Development programs as they have operated during the project. The decision not to continue delivery was based upon the cost of maintaining a driver and a van, and the ability of the participating libraries to pay for that service. A less costly delivery service is being proposed. We have dropped interlibrary loan as a specific program since we offered no direct services. We will continue to encourage interlibrary loan within this service area and continue to use the directory and tours to inform librarians of what is available in nearby libraries.

12. Sharing information.

Throughout the year the project was publicized through the BALIS Newsletter. This newsletter was sent to each of the 118 non-public libraries identified during the year and to the BALIS public libraries with copies for all of their branches.

We also encouraged project participants to publicize the services to their own clientele. We were successful in that articles on BALIS appeared in internal publications of Laney College, Holy Names College, U.C. Berkeley and the Naval Regional Medical Center. There was also an article in the Inter-City Express, a newspaper serving the Alameda County Bar.

Cooperative activities were also publicized through the wide distribution of the Directory of Libraries in Alameda and Contra Costa Counties, the announcement of the publication of the BALIS Union List of Periodicals, and through the wide distribution of fliers announcing the project-sponsored workshops and tours. Our end-of-the-year reception with State Librarian, Gary Strong as the principle speaker was a highly-publicized event which offered those attending an opportunity to hear about multitype library cooperation and about our project.

Because of these many activities, we were successful in providing continuing information about the project to the client group and to the local population. Our plan to share information with the state and the nation includes the sending of this report to the State Library, with copies to be made available to interested persons. In addition, the set of appendices, which includes a project summary, project forms, statistics and network bylaws, may be reproduced alone and used as a handbook.

13. Subjective evaluation.

The overall project was successful, but I believe that its high points were the Reference and the Staff Development programs.

Reference: The success of the plan to integrate the non-public users into the ongoing BALIS routine was made possible through the able work of the BALIS Reference Coordinator, Kathy Page, and the Reference Center staff. This group assisted with the library orientations, handled the reference questions, and when necessary, made trips to special libraries for information.

Staff Development: The second of the two high points was the Staff Development program, which included workshops and tours. It is through this portion of the project that we made the impact on the largest number of staff members. Approximately 60 persons attended the microcomputer workshop, approximately 45 attended the training workshop, and near 80 attended the public services workshop. There was some overlap, but I believe I can safely say that at least 150 different staff members attended a project-sponsored workshop.

Our success with the tours was similar. Only the Richmond area tour was poorly attended, due in part to bad weather. 20 persons attended the State Library tour, 31 attended the Oakland Hill library tour, and 40 attended the downtown Oakland tour.

The delivery was also quite a success among some of the libraries. Unfortunately, the future of the delivery is uncertain. I would not, however, consider this a project failure in that talks are continuing in an effort to find a way to make stops where the volume indicates a need.

The Collection Development program is the one program we had the least success with, and could be considered a project failure. There was little interest in coordinated collection development from the group at the outset, with only 10 out of a total of 57 selecting that program. Nevertheless, we formed a committee of those libraries expressing an interest, but unfortunately it was never able to get going.

There has been no evaluation by an outside party; however the project Advisory Committee considers the project successful. We have met our primary objective of laying the groundwork for a Multitype Library Network in the BALIS service area.

Use additional pages for any section, as necessary.

14. Signature Rose Mary Towns

Appendix I

BAY AREA LIBRARY AND INFORMATION SYSTEM

MULTITYPE LIBRARY COOPERATION PROJECT

A Final Report

by Rose Towns, Project Coordinator

In April of 1982, the Bay Area Library and Information System was awarded a one-year LSCA Grant, to increase cooperative activities among all types of librareis in the BALIS service area. This is a report on the progress attained during that year.

Exploration of cooperation between all types of libraries had begun in the spring of 1980 with the formation of the Multitype Library Cooperation Committee, made up of representatives of public, community college, academic and special libraries. During this year a survey was devised and sent to 87 libraries in the two counties (9 public, 78 non-public). Responses to the survey indicated that there was sufficient interest among the libraries to go forward with an LSCA proposal. It is that proposal that resulted in the 1982 grant to BALIS.

In August, an invitation to participate in the project was sent to every library we were able to identify. Participation was divided into five elements of the project, i.e., Reference, Interlibrary Loan, Delivery, Staff Development and Collection Development. Libraries were able to choose the programs suitable to their clientele. With this kind of recruiting we were able to increase the number of non-public libraries participating in the project from the 17 that were included on the grant application to a total of 57.

The project was governed by a five-member Executive Committee made up of representatives from one public library, two academic and two special libraries, and an Advisory Committee made up of the representatives of each participating library.

The first meeting of the Project Advisory Committee was held on August 6th at California State University, Hayward. At this meeting it was determined that the committee would meet on the first Friday of even numbered months through the end of the project, and that the Executive Committee would meet monthly.

Throughout the year, these two committees met to discuss proposed plans and to evaluate the progress of the project. While it was not possible for many of the project particpants to come to the Advisory Committee meetings, each participating library director received copies of the minutes and frequent communication from the project headquarters. Throughout the year, 22 of the 57 participating libraries attended one or more of the meetings.

PROGRAM REVIEW

Reference

To participate in the reference program, libraries were asked to agree to give the BALIS Reference Center staff access to their collections, and to assist the Reference Center staff by giving answers to questions from their collection if asked. In turn, participating non-public libraries were given access to the Reference Center. This was, by far, the most popular segment of the project with 47 libraries participating.

135 questions were received at the Reference Center from 26 non-public libraries. These questions were answered for the most part from public library collections. At the same time, the Reference Center staff used the collections at U.C. Berkeley and a number of special libraries to answer questions from public library patrons. This sharing of resources proved to be of benefit to the public libraries and to the non-public libraries.

Because of this mutual benefit and because of the success of this portion of the project, it is planned that this access will continue on a reciprocal basis this next year. For a more complete description of the reference program, see the report prepared by the Reference Coordinator included at the end of this report.

Interlibrary Loan

The project offered no direct services in interlibrary loan, since we did not have staff to locate and forward interlibrary loan requests. Our objective was to facilitate interlibrary loan by improving the communications between Bay Area librarians and increasing the awareness of what is available nearby. We met this objective through the publication of the Directory of Libraries in Alameda and Contra Costa Counties, by holding an interlibrary loan meeting open to all interested libraries and by distributing a list of interlibrary loan contact persons to all interlibrary loan participants.

All academic and special libraries we were able to identify were sent announcements of the availability of the BALIS Union List of Serials. This union list included the holdings of seventeen academic and special libraries in the East Bay along with all of the BALIS public libraries with the exception of San Francisco.

Both the directory and the union list will be continued and improved.

Delivery

BALIS public libraries receive a daily delivery service. The BALIS truck also stops two days a week at C.S.U. Hayward and two days a week at U.C. Berkeley. With start-up of the project, we were able to add most of the non-public libraries that had requested delivery to the route.

The delivery began in December and continued through June 30th. During this period, we collected statistics to show the number of items delivered and picked up. We collected both figures to see the actual use by libraries when sending material out from their library, compared with material received. A total of 654 items were picked up from the project libraries and 887 were delivered. The library showing the highest number of delivery transactions was Diablo Valley College.

In April we ran a survey of delivery users to determine the level of satisfaction with the delivery, and how much the libraries were able to pay to have it continue. No library was able to contribute more than $150.00, but 9 were able to contribute $100.00 or more. This amount was not enough to continue our current delivery, which required a part-time driver, a van and approximately 350 miles each week.

The BALIS System Coordinator is currently investigating ways to continue the delivery. Alternatives were suggested in the report on the delivery survey (Appendix IIIb).

Staff Development

The proposal for staff development included plans to share the expertise of staff in member libraries, to plan tours of special libraries and special collections, and recommendation that unused space in packaged programs be offered to interested staff in other project libraries. Participating libraries were asked to list their staff development needs and training skills on the form they returned, stating their willingness to participate in the project. From this, we formed a list of possible workshop topics along with a list of possible workshop presenters.

Twenty-six libraries asked to be included in the staff development portion of the grant. Because the first half of the project included the start-up of reference, delivery and interlibrary loan, the work on training was all done in the last two quarters.

Workshops

Three workshops were presented, all by staff from member libraries. They were: (1) The Use of Microcomputers in Libraries, presented by Rose Mary Falanga of the Pyramid Project Library; (2) Training: a Workshop for Supervisors, presented by Anne Lipow and Ken Logan of the U.C. General Library; and (3) Public Service Under Pressure, presented by staff from the U.C. General Library.

The workshops were very well received, and each one was repeated to allow all who wanted to attend an opportunity to do so. The microcomputer workshop was offered four times, the training workshop three times, and the public service workshop four times.

Tours

The first of the library tours was held in May of 1982, before the project had officially begun. This was a tour of three libraries in southern Alameda County: Holy Family College, Ohlone College and C.S.U. Hayward. During the project year, four tours were held as follows:

November 18, 1982	Tour of Richmond area libraries, including Chevron Research, Richmond Public, and Contra Costa College.
January 25, 1983	Tour of the State Library in Sacramento and the restored State Capitol.
March 24, 1983	Tour of Oakland Hill libraries: Naval Regional Medical Center, Holy Names and Mills College.
May 4, 1983	Tour of downtown Oakland libraries. There were five libraries included, i.e., Raymond Kaiser Engineers, Alameda County Law Library, Oakland Museum Library, Safeway Library and the Energy Resources Center.

The staff development program was very successful, and for this, a great deal of thanks should go to Melissa Rose, chairperson of the committee. The program will be continued under the new network structure.

PROGRAM CONTINUATION

Through this project we were to initiate cooperative activities in a number of areas, evaluate those activities and make recommendations of ways to continue successful programs. The vehicle chosen for continuation of programs is the Bay Area Library and Information Network (BALIN).

BALIN membership will be offered to all libraries in Alameda, Contra Costa and San Francisco counties. Representatives of the member libraries will meet at least once and probably two to three times a year. This is less often than the Project Advisory Committee, for now that the network has been established there is no need for such frequent meetings. An Executive Committee will be the governing body of BALIN and will function very much like the Executive Committee of the Multitype Project.

Bylaws for the new organization have been approved by both the Multitype Executive Committee and the BALIS Council. A letter inviting membership has been prepared along with an information sheet describing the new network. This completes the BALIS Multitype Project and prepares for an ongoing multitype network.